

Syllabus  
 Psychology 3120: Abuse and Neglect  
 Fall Semester 2006 (August 29 – December 12)  
 Tuesday and Thursday 4:30 – 5:45; Educ 131

Instructor: Marietta A. Veeder, Ed.S.  
 Phone: 770-0937  
 Office: 497 Education Building  
 Office Hours: Tuesday and Thursday 3:30-4:30, or by appointment  
 E-mail: maveeder@cc.usu.edu

Textbook:

Barnett, O., Miller-Perrin, C.L., & Perrin, R.D. (2005). Family Violence Across the Lifespan: An Introduction (2<sup>th</sup> ed). Thousand Oaks, CA: Sage.

Additional readings will be assigned. These will be accessed through the YETC or links to resources posted by the American Psychological Association and the American Humane Association.

Purpose and Objectives: This course will provide an examination of issues related to child abuse and neglect (including physical, sexual, and emotional maltreatment), animal abuse, dating and courtship violence, domestic violence, and abuse of the elderly. By the end of the course, students will be familiar with multidisciplinary perspectives on the definition, causes, consequences, and treatment of abuse and neglect. As this is a depth class, it is assumed that students have a passing familiarity with basic psychology and are advanced undergraduates (juniors or seniors).

Broadly, the goals of the class are for you to be familiar with basic definitions, etiologies, sequela, and interventions for abuse and neglect. More specifically, at the end of the course, the student will be able to:

1. Define each of the major forms of abuse, neglect, and interpersonal violence.
2. Recognize and define key terms associated with abuse, neglect, and interpersonal violence.
3. Outline the methodological issues associated with studying and reporting abuse and neglect.
4. Provide recent incidence/prevalence data for the various forms of abuse and interpersonal violence.
5. Discuss the major historical events leading and contributing to our current understanding and treatment of abuse and neglect.
6. Outline legal issues related to definition, reporting, and prosecution of abuse.
7. Discuss gender, age, and cultural differences in terms of the major forms of abuse, neglect, and interpersonal violence.
8. Identify factors that increase or ameliorate risk of abuse.
9. Discuss the sequela (consequences) of abuse and neglect.
10. Identify treatments or interventions identified as efficacious for abuse and neglect.
11. Discuss the interrelationships among various forms of abuse, neglect, and interpersonal violence.
12. Identify current research that is taking place in the field of abuse, neglect, and interpersonal violence.

Detailed course objectives are included in the study guides that will be provided throughout the semester.

Assessment Strategies: Assessment of student mastery of the material will be through written papers, and

exams, as described below.

Exams: Exams will be multiple-choice and short answer format. Information for the exams will come from assigned readings for class (whether or not it is discussed in class) and lecture material. Short answer questions on the exam will come from the study guide questions. Study guides will be distributed at least two weeks prior to each exam. Students are strongly encouraged to write out comprehensive answers to all study guide questions. It is an excellent study strategy. There will be **no make-up exams barring EXTREME circumstances**. Students need to have 'okayed' missing the exam with the instructor *prior* to the exam date. This means if you are ill, you need to contact the instructor prior to the exam. Leaving a message in the Psychology Department office while the test is taking place is not acceptable prior contact. Any make-up exams needing to be taken must be done either before the scheduled exam or at the time of the final. The final exam, which is not comprehensive, is scheduled for **Tuesday, December 12, 3:30 - 5:20**. Please plan your Christmas break travel accordingly.

Papers: Papers will be used as an opportunity for students to examine in greater depth topics introduced in class. For each paper, students need to select a research or theoretical article appearing in a scholarly periodical such as *Child Abuse and Neglect: The International Journal*, *Child Maltreatment*, *Journal of Interpersonal Violence*, *Violence Against Women*, *Violence and Victims*, *Journal of Elder Abuse*, *Journal of Consulting and Clinical Psychology*, *Prevention and Treatment*, *Psychology and Aging* (other scholarly journals are available for use, these are just examples). The topics for the paper are as follows:

- Paper 1: child abuse or maltreatment-due 10/05
- Paper 2: dating, courtship, or domestic violence-due 11/07
- Paper 3: abuse of the elderly or animal abuse-due 11/30

Papers should be three double-spaced pages in length (papers exceeding three pages will be penalized). At the beginning of the paper, please provide the complete citation for your article (author[s], title, source, etc.). The first several paragraphs should provide an overview and summary of the article. The remainder of the paper should focus on your understanding and integration of the material of the article, including your comments, critiques, or expansion of the article content.

Papers will be graded according to a 20-point scale. The following general areas will be considered in scoring the papers: clarity, grammar/spelling, theoretical accuracy, thoroughness, and depth of response.

Papers are due at the beginning of class on the assigned day (see weekly schedule for specific date). Late papers lose 2 points, approximately one full grade, for each day beyond this deadline. Papers are considered late **at the end of class** on the day they are due. For instance, if the paper is due on Thursday and is turned in on Friday morning, 2 points would be deducted (for Thursday afternoon). Papers may be e-mailed to the instructor or teaching assistant rather than turning in a hard copy. The same criteria for late papers applies to e-mailed papers as well (e.g., you better be prepared to turn in a hard copy if the server is down and you are unable to send your paper).

The issue of **plagiarism** has occasionally arisen in regard to students' written work. So, for clarity, the definition and consequences of plagiarism from the undergraduate catalog are included below:

Plagiarism is knowingly representing the words or ideas of another as one's own in any academic exercise or activity (p. 17).

Consequences for plagiarism can be a reprimand, a grade adjustment (e.g., an F/0 on the assignment or an F in the course), being placed on warning or probation, suspension from the University, or expulsion from the University. This means that when you "review" an article, it is plagiarism to simply copy sentences written by the author and present as one's own "review", similarly taking someone else's work and presenting it as

your own is plagiarism. When writing your papers for this class, be sure to reference material appropriately to avoid plagiarizing the textbook or any other source.

Grades: Class grades will be based on four in-class exams and three brief papers. Exams will be worth 60 points each and the papers will be worth 20 points each. Final course grades will be based on your percentage of total points earned from the tests and papers (based on a total of 300 possible points). The percentage breakdown is as follows:

<u>point total</u>	<u>% range</u>	<u>grade</u>
279-300	93-100	A
270-278	90-92	A-
258-269	86-89	B+
249-257	83-85	B
237-248	79-82	B-
228-236	76-79	C+
216-227	72-75	C
207-215	69-71	C-
195-206	65-67	D+
180-194	60-64	D
BELOW 180 pts.	Below 60	F

Extra Credit: Up to 10 points of extra credit may be earned during the course of the semester. Each extra credit is worth **up to** 5 points (e.g., poorly done work will not earn all 5 points). Points may be earned in four ways:

1. Five points of extra credit may be earned by completing an additional three-page review of a current research or theoretical literature pertaining to intimate violence or abuse and neglect. The guidelines for this paper are identical to those for the required papers (see Papers).
2. Students may earn extra credit through participation in *approved* research. Students will be made aware of research opportunities during class.

Extra credit are due by class time on **December 5<sup>th</sup>**. Please note that this is **BEFORE** the last week of classes. This means that all papers are submitted to the instructor and/or all participation in research is completed by this time.

Students having disabilities: Any student with a disability that requires accommodations must contact the instructor. The disability must be documented by the Disability Resource Center. Course materials may be requested in alternative formats.

**Psychology 3120: Abuse and Neglect Schedule**

<u>Week</u>	<u>Topic</u>	<u>Text Chapter</u>
08/29	Introduction & overview of course; definitions of abuse/neglect/maltreatment; historical perspectives	1
09/05	theory, methods of study	2
09/12	overview of abuse and neglect	
09/19	child physical abuse	3
09/26	<b>09/26 Exam 1</b> child physical abuse	
10/03	child sexual abuse <b>10/05 Paper 1 due</b>	4
10/10	psychological maltreatment, neglect	5, 6
10/17	child exposure to violence <b>10/19 Exam 2</b>	
10/24	animal abuse and correlates	assigned reading
10/31	perpetrators	11
11/07	<b>11/07 Paper 2 due</b> early onset dating violence (teen dating violence)	8
11/14	<b>11/14 Exam 3</b> dating violence	9
11/21	domestic violence <b>11/23 No class—Thanksgiving Break</b>	10
11/28	domestic violence <b>11/30 Paper 3 due</b>	
12/05	<b>Extra credit papers due-all extra credit completed</b> elder abuse	12
12/12	<b>3:30 - 5:20 Exam 4 Please note earlier time!!!</b>	