CLASS COMMUNICATION: Blackboard, E-mail and Phone Calls
Blackboard Help email and phone: techsupport@uis.edu /217-206-7357

COURSE DESCRIPTION
This course focuses on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student’s knowledge and skills in identifying, investigating and prosecuting child maltreatment. The course is designed for students who are likely to pursue a profession in which they will be a mandated reporter and knowledge of child maltreatment and advocacy is critical.

COURSE OBJECTIVES

- Understand the criteria for alleged maltreatment so appropriate action can take place.
- Describe initial responses to child maltreatment by professionals.
- Understand the differences in system responses between civil and criminal proceedings.
- Describe the investigative process and the roles of multidisciplinary team members.
- Explain the courtroom procedures, standards of evidence and other trial-related issues.
- Understand issues related to child witnesses such as recantation, suggestibility, memory and the impact of multiple interviews.
- Understand preparation of prosecution witnesses and the effects of child treatment and testifying on the child.
- Understand perpetrator issues such as the characteristics of perpetrators, interviewing the perpetrator, legal charges, etc.
- Understand the roles of other professionals, including medical, educational, mental health, and other mandated reporters.
- Identify needed support systems for the child and the family and access child placement needs.
TEXT

Primary Text


Supplemental Readings will be assigned throughout the course

INSTRUCTIONAL PLAN

Students are expected to consistently participate in the Blackboard discussions, demonstrating their grasp of the concepts and principles from the assigned readings. Online courses are effective when there is a collaborative approach which encourages students to share their existing knowledge and experiences with other members of the class and contribute to each other’s learning. Students are expected to ask relevant, thought-provoking questions and engage in meaningful discussions on Blackboard.

Note on Course Content

Due to the nature of this course’s content, it is likely to have a strong emotional impact on you. This course focuses on distressing experiences that are likely to have impacted the lives, either directly or indirectly, of class participants. As such, it is important that we discuss these issues on Blackboard with respect and consideration for those around us. If at any point you find yourself feeling overwhelmed or extremely distressed, please let me know. I would be happy to set up a time to talk by phone or in person.

COURSE REQUIREMENTS AND METHODS OF EVALUATION

1. Participation/Discussions 40%
2. Controversial Issues in Investigations Paper 30%
3. Interview with a professional 20%
4. Journal Article Review 10%

TOTAL 100%

Grading Scale
92-100 = A  84-91=B  74-83=C  62-73=D

Assignments

1. Class participation is a critical component of the course. Students are expected to follow the posting schedule for each discussion. Students may be excused from posting only when they contact the professors via phone or email before the week of posting begins. If seeking excuse via phone, students should always leave a message, and follow up with an email as soon as possible.
2. **Journal Article Review:** Students will select an article from an instructor-approved, peer-reviewed journal within the field. A list of suggested journals will be available on Blackboard.

3. **Interview with a Professional – information on Blackboard**

4. **Controversial Issues in Child Maltreatment Investigations/Prosecution**
   A. Students choose a “controversial” topic and conduct a literature review exploring all sides of the issue. Students will critique the reliability and validity of each source included in their bibliographies.
   B. Possible Topics:
      - Documentation of interviews
      - Race and/or gender matching in forensic interviews
      - Using evidence in forensic interviews
      - Use of anatomical diagrams/dolls in forensic interviews
      - Child Witnesses in court and courtroom modifications
      - Child Witness testimony by closed circuit television
      - The use of Therapy pets in the CACs or courtrooms

   *You may choose another topic with approval.*

**Thoughts on Writing Assignments:**
There is a certain expectation that by the time you are in college or grad school your instructor will not have to brandish a red pen and correct grammatical errors (or the contemporary equivalent – tracking.) I really, truly, madly, deeply do not like having to correct grammatical mistakes and seriously, with a little effort, almost all can be avoided. Take time to proof your papers before submitting and do not rely on the wonders of spellcheck as your tool for editing – far too many mistakes are overlooked this way (missing words, incorrect words, incorrect use of tense, and my nemesis, sentence fragments!) I thank you in advance for your attention to your writing!!

**Helpful Hints – Papers are graded with these things in mind:**
- The organization of the paper (clarity, comprehension, and you followed the directions!)
- Correct use of literature (in-paper citations and references at the end using APA style)
- Grammar, Grammar, Grammar, punctuation, and please, sentence structure!

**Delivery Method**
The course materials will be introduced each week through a brief Camtasia video lecture with a powerpoint document that will be posted under Course Materials on Blackboard. Announcements are posted each week and it is important to watch for these and other messages in order to stay updated on new materials or resources that may be uploaded to Blackboard. You
are encouraged to recommend materials and resources that might be of interest – these can be sent to me for review and I will make them available under the Course Materials tab.

**Communication**
I also want to stress how important it is to check your UIS.edu email – I know from past discussions that some of you do not use this as a primary source of information but if you want to know what’s up with me or the course, email is the best way to correspond. I’m also okay with texting or phone calls, so please do not hesitate to contact me if you are in need of clarification. I make a concerted effort to respond to emails within a few hours (unless they arrive in the middle of the night!)

**UIS Academic Integrity Policy**
I support the UIS policy on Academic Integrity, which states, in part: “Academic integrity is at the heart of the university’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members.”

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.
You are responsible for understanding and complying with the UIS Academic Integrity Policy available at [http://www.uis.edu/campussenate/academicintegrity.html](http://www.uis.edu/campussenate/academicintegrity.html)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Required Reading/Assignment</th>
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<tbody>
<tr>
<td>WEEK ONE</td>
<td>August 22</td>
<td>• Review of Syllabus and schedule</td>
<td>• Read: “Children’s Disclosure of Sexual Abuse: Learning from Direct Inquiry”</td>
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<td>• Questions?</td>
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<td>WEEK TWO</td>
<td>August 29</td>
<td>• An introduction to the St. Mary County Case Study</td>
<td>• Read Chapter 1 “Child Sexual Abuse”</td>
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<td>WEEK THREE</td>
<td>September 5</td>
<td>• Part ONE</td>
<td>• Read Chapter 2 “Prosecutors &amp; a Protocol”</td>
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<td>“People, Personalities, and Protocol Development</td>
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<td>WEEK FOUR</td>
<td>September 12</td>
<td>• Early Team Intervention</td>
<td>• Read Chapter 3 “Sex Busters”</td>
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<td>WEEK FIVE</td>
<td>September 19</td>
<td>• Part TWO Protocol as Process</td>
<td>• Read Chapter 4 “Investigation of Child Sexual Abuse”</td>
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<td>• Interviewing Victims &amp; Interrogating Suspects</td>
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<td>WEEK SIX</td>
<td>September 26</td>
<td>TBD</td>
<td>Journal Article Review Due October 2</td>
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<td>WEEK SEVEN</td>
<td>October 3</td>
<td>• Capturing and Conveying a Child’s Story</td>
<td>• Read Chapter 5 “Professional Practitioners’ Views on Videotaping”</td>
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<td>WEEK EIGHT</td>
<td>October 10</td>
<td>• The St. Mary Protocol and the Polygraph</td>
<td>• Read Chapter 6 “Polygraph Magic”</td>
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### WEEK NINE  
October 17  
- Work on Literature Review  
  No Assignment

### WEEK TEN  
October 24  
- The St. Mary Protocol and the Polygraph  
  • Read Chapter 7  
  • Literature Review Due

### WEEK ELEVEN  
October 31  
- Increasing the legal power of children’s disclosures  
  • Read Chapter 7 “Shifting the Narrative Burden throughout Investigations & Prosecutions of Child Sexual Abuse”

### WEEK TWELVE  
November 7  
- The Defense Attorneys  
  • Read Chapter 8 “Shouldering the Shifted Burden”

### WEEK THIRTEEN  
November 14  
- Treatment  
  • Read Chapter 9 “Victim and Offender Treatment and Therapeutic Justice”

### WEEK FOURTEEN  
November 21  
- Part THREE The Overall Process and Concluding Lessons  
  • Read Chapter 10: “The Inman Case”

### WEEK FIFTEEN  
November 28  
No Assignment; work on paper

### WEEK SIXTEEN  
December 5  
- Conclusions from the Study of St. Mary County  
  • Work on Final Paper Due December 8