

University of Wyoming
PSYC/CRMJ 4760 – 40
Child Maltreatment, 3 credit hours
Spring 2020 Semester

Instructor: Karlee Provenza

Office Hours: Monday's 1 – 2pm & Thursday's 1 – 3pm
Biological Sciences 209F

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I am usually able to respond to emails within 36 hours during the week and 48 hours during the weekend or university breaks. If you do not get a response within that time, please send me another email, as they sometimes get lost in a shuffle despite my best efforts.

Because this is a distance course and most students do not have the opportunity to travel to my office, please try to contact me with questions or concerns via email before arranging to come by my office. Office hours are your best opportunity to reach me. I understand these times may not work for everyone, so please contact me to schedule a time to talk that can work for the both of us.

Required Text: McCoy, M. L., & Keen, S. M. (2014). *Child Abuse and Neglect* (2nd Ed.) New York, NY: Psychology Press.

In addition to the textbook, you will also be assigned several readings throughout the course. Information on these readings will be posted on WyoCourses.

Prerequisites: 6 credit hours in Psychology

Course Description & Goals

This course is designed to give you a broad overview and introduction to child maltreatment. Throughout this course we will examine the phenomenon of child abuse and neglect, which will include exploring attitudes towards and legal definitions of child maltreatment. We will also examine the risk factors, contextual influences, and developmental consequences of child maltreatment. This will be accomplished by relying heavily on current research in child abuse and neglect. Unfortunately, we will not be able to cover every topic and sub discipline in depth. However, we will talk about a variety of concepts, terms, research findings, and applications related to the understanding of child maltreatment. By the end of the course, you should have a basic understanding of child maltreatment and the research behind it. This will be achieved by listening to the lectures, participating in the online discussions, and completing the assigned readings and quizzes.

Course Requirements

Due to the nature of the topic of child maltreatment, much of the material presented in this course is emotional. Additionally, some of the material presented is controversial. I do not expect you all to have the same viewpoints on everything we discuss. In fact, I hope you are all comfortable openly disagreeing (or at least creating thoughtful opposing arguments even if you do not feel that way), as this will lead to more in-depth discussions. However, I do expect you to respect your classmates and respond in an appropriate manner. I strongly urge you to view the material we cover in an objective and scientific manner. **Please refrain from sharing personal stories/anecdotes and your religious or political beliefs, as the discussions we will have in**

this course are meant to be scientific in nature. This will help ensure that all students are comfortable reading everyone's discussion posts without being concerned of encountering personal information of other students. I will be monitoring the discussions and chiming in when appropriate.

Quizzes: There will be 12 quizzes throughout the semester, one due at the end of every module of this course. Questions will come from the lectures, textbook, reading assignments, videos, and discussions. The lowest of your scores will be dropped, which means you have the option to not take one of the quizzes. This should compensate for you having an off week or for any unexpected life events. Because you are allowed to drop one quiz score, there will be **NO MAKE-UP QUIZZES** given unless your absence is sanctioned by the Office of Student Life or for participation in a University-sponsored activity (in which case, you should talk to me before hand). Quizzes are worth 20 points each and consist of 55% of your total grade.

Discussions: Throughout the course, there will be six discussion questions posted for you to respond to. All discussions are set up so you will not see your classmates' postings before you post your own. I have done this to encourage you to generate your own thoughtful responses, as well as to allow for people to post similar ideas without feeling like they are copying someone else. **After posting**, read through what your classmates post, and **respond to at least one** with respectful and thoughtful comments or questions.

The goal of discussion is to promote deeper thinking for the relevant topics. To help with this, it is your responsibility to monitor the discussions and to have your initial post up ASAP. **You are required to have your first post be up by Thursday at 11:59 pm** so that both you and your classmates can have time to respond. Also, keep in mind that thoughtful and intelligent discussion posts are fair game for quizzes. **You must respond to a classmate's post by the discussion deadline on Sunday.** More information on how discussions are graded will be posted in WyoCourses. Each discussion is worth 10 points, constituting 15% of your total grade.

Papers: You will be asked to write two brief papers for this course (approximately 3 pages each). Details for each paper are on the course webpage. For each paper, **follow the prompt given, and be sure to look at the rubric** to make sure you have covered what I will be looking for. In general, if you answer all of the questions (or respond to all of the prompts) using the knowledge you have obtained from lectures and the readings, you should do just fine. Each paper should be formatted using APA 6th Edition guidelines for the body of the paper. You do not need to do a title page or abstract. If you are unfamiliar with APA style, I suggest either getting the manual or using Purdue Owl to find the details. Upload your Word document directly into WyoCourses. Papers are worth 60 points each, resulting in 30% of your grade.

Other Methods of Assessment: Throughout the course, there will also be other ways in which you will be assessed. This may be through low-stakes pre-/post-quizzes, brief essay questions, or other ways that I deem appropriate. This will not be to torture you, but instead will be done to try to improve your experience in the course and keep you from getting bored doing the same types of work every week. Instructions will be on the class webpage.

Grade Disputes: Sometimes I reveal my humanness by making an occasional error on quiz questions or overlooking something while grading your paper. Of course, when this happens, I would like to hear from you. To make this process streamlined and as fair as possible, I have created a dispute form that is available in the course materials. When you believe an error has occurred in grading, you will need to fill out this form and send it to me electronically. You do not have to print and fill out the form by hand – I just need the relevant information to make a determination on whether your grade should be changed.

Extra Credit: Extra credit may be obtained by uploading a brief video introduction of yourself to the course webpage within the first two weeks of class (5 points). Extra credit will also be given to exceptional discussion posts. The amount of points will be determined by me at the time of grading, and there will be no cap on these points (i.e., you can earn as many points as your awesome work deserves).

Summary of Evaluation:

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| 11 Quizzes worth 20 points each (55%) | 220 points possible |
| Two papers worth 60 points each (30%) | 120 points possible |
| Six discussions worth 10 points each (15%) | 60 points possible |

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| Total | 400 points possible |
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Grades will consist of the following:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

Email Policy: Email is the best and easiest way to contact me with your questions. However, please refer to this syllabus and the course webpage before emailing me. I am more than willing to answer your questions, but past experience has shown that the majority of students’ questions can be answered through a quick search of already possessed materials. Typically, I reply to emails the same day. However, from time to time I do attempt to have a life (surprising, I know). Monday through Friday, expect a response within 24 hours unless I let you know I am sick or out of town; Saturday and Sunday, expect a response by the end of Monday (holidays are an exception). **If this does not happen, PLEASE email me again.** I receive a lot of emails and sometimes they get lost in the shuffle. If your question is specific or elaborate and requires a more detailed response than I can provide in a brief email response, we can set up a time to chat about it via phone or Zoom.

Classroom Statement on Diversity: “The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. “

In addition to the University's statement, please know that I strive to be as inclusive and welcoming as possible for students from all backgrounds. If at any point discussions appear disrespectful in any form, I may contact you privately and reserve the right to inform the University Dean.

Student Code of Conduct: Students should be familiar with the University's Student Code of Conduct which upholds expectations that students meet community standards of respect, integrity, social consciousness, and responsibility. If a student does not meet the expectations and requirements of the student code of conduct when interacting with myself or students, I may contact you directly and report your conduct to the University Dean. Students who violate the student code of conduct during course assignments may receive a zero for the assignment.

The [University of Wyoming's official Student Code of Conduct](#) statement is as follows: "Through the Student Code of Conduct, the Dean of Students Office strives to reduce and prevent behavior that undermines academic success and that negatively detracts from the educational mission of the University; to ensure the health and safety of students and the community; to provide timely support and resources for students; and to prevent violence in and around the University community. The Student Code of Conduct is administered without regard to race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information, or sexual orientation.

If you need clarification of any of its clauses, please do not hesitate to inquire a staff member in the Dean of Students office, Knight Hall Room 128 or call 307-766-3296."

Disability Support: The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss"

Academic Dishonesty Policies: "Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically."

Duty to Report: While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, report-it@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, www.uwyo.edu/stop, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors and what was done to resolve them.

The “Anything Can Happen” Clause:

In order to allow for changes in scheduling and of the syllabus, I reserve the right to modify the schedule and/or syllabus. Any changes made to the syllabus will be announced in class and substantial changes will be communicated via WyoCourses and University email. Thank you for your patience!

Course Webpage: The course webpage can be found at wyocourses.uwyo.edu.