Instructor: Vanja Lazarevic, Ph.D.
Office: EBA 411
Office hours: Mondays & Wednesdays 10:30 – 11:30 am; or by appointment
Email: vlazarevic@mail.sdsu.edu
Phone: 619-594-3384

Required Prerequisites
Child and Family Development 375A, 375B, 375C, and two units from Child and Family Development 378A, 378B, 378C, 378D. Prerequisites are required. Your registration list shows completion of prerequisites now if they were completed when the system ran the list. If that is the case, you need to do nothing. If not, the way to share this information with the instructor is to submit a copy of your Degree Audit form showing completion of these courses at the Blackboard site for this course under the “Prerequisites” tab. You will be notified if you need to do this.
Graduate students will be admitted at the discretion of the instructor.

Course Overview
This course will analyze maltreatment within families. It will focus on physical, emotional and sexual abuse of family members including children, adult partners and elders. It will also analyze neglect, both physical and emotional. It will examine the theories as to why maltreatment occurs and review the historical perspectives. Detection, intervention and prevention issues will be discussed for each type of violence.

Required Texts


Course Objectives
The student will:
• Relate the historical perspective of maltreatment of all types within families.
• Analyze the various theories about why violence occurs.
• Define and analyze physical abuse and neglect, sexual abuse and emotional abuse and neglect involving a wide variety of victims and perpetrators.
• Evaluate the characteristics of abusers and victims in various types of maltreatment—physical and emotional abuse and neglect of children, adult partners and elders.

• Describe agencies in San Diego County which specifically address the issue of violence in families.

Alignment of Student Learning Objectives with State and National Standards:
The National Association for the Education of Young Children (NAEYC), the National Council on Family Relations (NCFR), and the National Council for Accreditation of Teacher Education (NCATE) have implemented Professional Preparation core standards for Professional Teaching Standards for PreK-3 teachers. This course utilizes these stands in identifying course goals/objectives, course instructional activities, assigning course requirements, and creating assessments. The following table identifies how these standards are aligned with the Student Learning Objectives for the course, as well as with each course assessment. Visit the following web sites for detailed listings of standards:
NAEYC Advanced Program Standards:  http://www.naeyc.org/positionstatements/ppp
NCFR Content Areas:  www.ncfr.org/pdf/cfle_cert/FLE_Substance_Areas.pdf
NCATE Unit Standards:  http://www.ncate.org/public/standards.asp

Student Learning Objective 1:
To read and summarize scholarly articles on marriage and family.
Assessment: Article Analyses; Class presentation
Standards:  NAEYC; NCFR; NCATE

Student Learning Objective 2:
To understand Internal Dynamics of Families - An understanding of family strengths and weaknesses and how family members relate to each other.
Assessment: Article Analyses; Class presentation; Reading texts, exams
Standard:  NCFR

Student Learning Objective 3:
To become familiar with the conceptual frameworks and theories applied to marriage and the family.
Assessment: Article Analyses; Class presentation; Exams
Standard:  NCFR

Expectations
• Attendance and class participation are required for successful completion of the course.
• All assignments must be turned in on the day they are due. Make-up exams and late assignments will NOT be accepted, except in the event of extraordinary circumstances (see additional information below).
• All cell phones, I-Pods, etc. must be turned off during class time. Laptops are to be used for note taking only—no web searches or e-mail conversations or game playing.
• You are expected to attend for the entire class time.
Academic Honesty
The University adheres to a strict policy regarding cheating and plagiarism (http://www.sa.sdsu.edu/srr/conduct1.html).

Cheating
Instances of cheating may result in failure of the course and referral for disciplinary procedures that may result in dismissal from the university.

Plagiarism
Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source. As students, you are learning about other people’s ideas in your course texts, your instructors’ lectures, in-class discussions, and when doing your own work. When you incorporate those words and ideas into your own work, it is of the utmost importance that you give credit where it is due. Plagiarism, intentional or unintentional, is considered academic dishonesty.

Examples of plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work).
- Copying and pasting work from an online or offline source directly and calling it your own.
- Using information you find from an online or offline source without giving the author credit.
- Replacing words or phrases from another source and inserting your own words or phrases.
- Submitting a piece of work you did for one class to another class, unless you have explicit permission from the instructor.
- Submitting a piece of work you did earlier in a class for a later assignment.
- Submitting a piece of work that is highly similar or identical to another student’s work.

Plagiarism will not be tolerated in this class and will result in an automatic zero on the assignment in question. Additional courses of action may include:

- Receiving a zero on related assignments
- Receiving an F in the class
- Being reported to the Center for Student Rights and Responsibilities
- Disciplinary review by Student Affairs

To avoid plagiarism, you must give the original author credit whenever you use another person’s ideas, opinions, drawings, or theories as well as any facts or any other pieces of information that are not common knowledge. Here are some specific tips:

- Reference in quotations another person’s actual spoken or written words, even if just a few key words (along with the reference)
- Reference a close paraphrasing of another person’s spoken or written words
- Accurately cite all sources.

Become familiar with the policy (http://www.sa.sdsu.edu/srr/conduct1.html). If you have questions on what is plagiarism, please consult the policy: (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library: (http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf)

Student Disability Services (http://go.sdsu.edu/student_affairs/sds/services-overview.aspx/)
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Absence from a Class
The course schedule is subject to change. Changes made will be announced in class. It is the student’s responsibility to find out about the changes from your classmates or the instructor if you are absent from a class. Students need to borrow the detailed notes from their classmates after being absent.

Taskstream Account
CFD Majors who are enrolled in this course will need to have a TaskStream electronic portfolio subscription, and be enrolled in the appropriate TaskStream "Program" which contains your program portfolio. More information about purchasing a TaskStream subscription and enrolling into a TaskStream Program is available in the “CFD Portfolio” section of the Child and Family Development website: http://coe.sdsu.edu/cfd/portfolio/index.php

Assignments, Examinations, and Grades

Exams (50 points each)

- There will be two exams worth 50 points and one final exam worth 50 points. Each exam will cover the work for that third of the class and will not be comprehensive. They consist of thirty one-point multiple choice questions and two 10-point essay questions. You will receive a study guide with five potential essay questions the week before each exam. I will select two of those questions, so you need to be well prepared for all five. No open books or notes will be allowed for the exams.
- No make-up exams will be given without documentation (e.g., a physician’s note) of serious illness or death in the family, in which case the student must present the documentation to the instructor prior to the exam. If you have exam conflicts based on religious observations or university-supported activities, you must inform the instructor by the second week of class.

Article analysis (25 points each)

- There will be two article analyses during the course. The article analysis is intended to assess your ability to understand research and readings related to the course. It will involve summarizing scholarly articles from the area of child and family violence. Specific instructions and grading criteria for each analysis assignment will be provided in class and posted on course website. Late analysis articles will be deducted 2 points for each day late (including after class on specific due date and weekends).

Application paper (60 points)

- As one of your main assignments you will have to write an application paper. This assignment is designed to have you apply specific course content in order to analyze a specific topic related to child abuse and family violence. Specific instructions and grading criteria will be provided in class and
posted on course website. An assignment will receive a reduction of 5 points for being late each day (including after class on the specific due date and weekends).

In-class assignments (5 points each)
- There will be 8 in-class writing assignments each worth 5 points. These are unannounced assignments that will evaluate your understanding of the readings and lecture materials. These assignment will typically involve writing one page in response to a question(s) relevant to that day’s topic or answering questions related to class material. Missed in-class activities cannot be made-up or substituted for any reason.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point value</th>
<th>% of Final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 exams @ 50 points each</td>
<td>150</td>
<td>50%</td>
</tr>
<tr>
<td>2 Article analysis papers @ 25 points each</td>
<td>50</td>
<td>16%</td>
</tr>
<tr>
<td>1 Application paper @ 60 points</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>8 In-class activities @ 5 points each</td>
<td>40</td>
<td>13%</td>
</tr>
<tr>
<td>TOTAL points</td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

Points commensurate with the following grades on assigned papers reflect the following criteria:
A=exceeds expectations in both quantity and quality
B=exceeds expectations in some areas
C= meets minimum expectations
D=fails to meet minimum expectations
F=drastically fails to meet minimum

Total Points Earned and Letter Grades
A = 280-300
A- = 270-279
B+ = 260-269
B  = 250-259
B-  = 240-249
C+ = 230-239
C   = 220-229
C-  = 210-219
D+ = 200-209
D   = 190-199
D-  = 180-189
F   = 179 and below
## CFD 537 Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter (Please read before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/20</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>01/27</td>
<td>Introduction; Definitions, History</td>
<td>1</td>
</tr>
<tr>
<td>02/03</td>
<td>Research, assessment, and theories</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>*** Article 1 assignment instructions provided to students</td>
<td></td>
</tr>
<tr>
<td>02/10</td>
<td>Child neglect and Psychological maltreatment</td>
<td>3</td>
</tr>
<tr>
<td>02/17</td>
<td>Child physical abuse;</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Article Analysis #1: Child Topic DUE in class and on Blackboard Turnitin site.</td>
<td></td>
</tr>
<tr>
<td>02/24</td>
<td>EXAM 1 (covers chapters 1-4 of the text and all class material)</td>
<td></td>
</tr>
<tr>
<td>03/02</td>
<td>Child sexual abuse</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>*** Article 2 assignment instructions provided to students</td>
<td></td>
</tr>
<tr>
<td>03/09</td>
<td>Child sexual abuse, continued</td>
<td></td>
</tr>
<tr>
<td>03/16</td>
<td>Abused and abusive adolescents</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Article Analysis #2: Adult Topic DUE in class and on Blackboard Turnitin site.</td>
<td></td>
</tr>
<tr>
<td>03/23</td>
<td>Dating aggression, sexual assault and stalking (primarily unmarried, college individuals)</td>
<td>7</td>
</tr>
<tr>
<td>03/30</td>
<td>NO CLASS – Spring break</td>
<td></td>
</tr>
<tr>
<td>04/06</td>
<td>EXAM 2 (covers chapters 5-7 of the text and all class material)</td>
<td></td>
</tr>
<tr>
<td>04/13</td>
<td>Abused Heterosexual Partners: Primarily Women</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>*** Application paper Due ***</td>
<td></td>
</tr>
<tr>
<td>04/20</td>
<td>Abusive Heterosexual Partners: Primarily Men</td>
<td>9</td>
</tr>
<tr>
<td>04/27</td>
<td>Understudied populations</td>
<td>10 &amp; 11</td>
</tr>
<tr>
<td>05/04</td>
<td>Abuse of elderly and disabled; special topics, and review</td>
<td>12</td>
</tr>
<tr>
<td>05/11</td>
<td>EXAM 3: 4:00pm-6:00pm (covers chapters 8-12 and all class material)</td>
<td></td>
</tr>
</tbody>
</table>

### Some Additional Information

- Some additional information is available for further reading and discussion.
CFD Mentor Center: If you have any difficulty earning the grade you would like to have in this or any CFD class, consider checking out our excellent Mentor Center at this website address and drop by the center on the 4th floor of the EBA building just down the hall from the CFD office.
Website: [http://coe.sdsu.edu/cfd/current/mentor_center.php](http://coe.sdsu.edu/cfd/current/mentor_center.php)

University Writing Center: As upper level undergraduate and master’s level students, it is expected that your writing will be at an exceptional level. If you have any trouble with your writing, please visit the Writing center. It is located in Love Library, Room LLA 1103. Their website is [http://writingcenter.sdsu.edu/](http://writingcenter.sdsu.edu/).

Counseling Services: The topics we will discuss in this course can often be emotionally difficult and can bring up personal issues that could benefit from professional counseling services. If at any point you have difficulty with some material in the class please contact the instructor or visit the Campus Counseling Services. Their information is below.

Phone number: (619) 594-5220  
Address: 5700 Hardy Ave. Suite 4401, San Diego, CA 92115 (4th floor of the Calpulli Center)  
Hours: Mon.-Fri. 8am-4:30pm  
Website: [http://www.sa.sdsu.edu/cps/](http://www.sa.sdsu.edu/cps/)  
Facebook: [https://www.facebook.com/SDSUCounseling](https://www.facebook.com/SDSUCounseling)  
Video: “SDSU Counseling & Psychological Services - What Students are Really Going Through” [http://www.youtube.com/embed/D1dofLvtn_I](http://www.youtube.com/embed/D1dofLvtn_I)