Child Abuse and Neglect - PSY 471

Note to WASC reviewers: This is an online, Web-based course.

Instructor Information:

Steve Herman, Ph.D.

Office Location: UCB Room #269

Office Hours: by appointment

Office Phone: (808) 933-3284

E-Mail: hermans@hawaii.edu

COURSE DESCRIPTION:

This course provides an overview of topics related to child maltreatment. Child maltreatment includes neglect and physical, sexual, and psychological abuse.

Major course topics include: defining child maltreatment; cross-cultural issues in the definition of child maltreatment; the incidence and prevalence of different types of child maltreatment; the causes and consequences of child maltreatment; forensic and clinical assessment of child maltreatment; the repressed memory controversy; mandated reporting and other legal issues; and psychosocial interventions for maltreated children and their families.

LEARNING OBJECTIVES:

Upon completion of this course, students will:

1. Be able to locate and extract reliable statistics about the prevalence and incidence of the four basic varieties of child maltreatment in the United States and Hawaii, and be able to interpret these statistics.

2. Explain the reported short-term and long-term consequences of the different forms of child maltreatment, as reported in reliable empirical research.

3. Explain the concept of resilience and be able to cite evidence showing that some individuals do not appear to suffer long-term negative consequences from being maltreated as children.

4. Explain the major theoretical approaches to explaining when and why the different types of child maltreatment occur.
5. Be able to locate and extract relevant information from Federal and Hawaii State legal statutes related to child maltreatment, including statutes about mandated reporting of child abuse, legal definitions of the different forms of child maltreatment, and statutes laying out criminal penalties for child maltreatment, and know where to obtain copies of statutes from other states.

6. Explain the specific legal obligations of mental health professionals, teachers and other school employees, and others who care for or supervise children with regard to reporting suspected child abuse in the state of Hawaii.

7. Explain the difference between clinical and forensic assessments of alleged child abuse.

8. Identify and describe some of the main issues and debates with regard to the forensic assessment of allegations of child sexual abuse.

9. Identify and describe the basic features of the major approaches to psychosocial intervention for maltreated children and their families.

Relationship between Course Learning Outcomes and Psychology Program Learning Outcomes

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ASSIGNMENTS:

- Readings from the textbook, online video and audio segments, and other materials (e.g., journal articles, web pages, etc.) will be assigned each week. Assignments and lectures are organized into the weekly "learning modules" -- these will be made available to you under the Resources link each week by Tuesday at 5pm.
• Each course module will include one or more lectures (a PowerPoint slide presentation with audio narration). Please make sure you are able to see and hear the lecture included in the module—if you can't see or hear it, check out TroubleshootingTips.htm (in Resources). Email or phone me ASAP if you can't get it to work. By the way, you do not need to have PowerPoint on your computer to see and hear the presentations.

• 6 timed, online, noncumulative exams. Each exam will be based on all of the readings, lectures, and other assignments since the previous exam. They will contain multiple-choice questions. The exams will be available from Monday morning through late Sunday (11:59 pm) in exam weeks, after that they will be unavailable. The exam component of your final grade for course will be based on your best 5 scores, so you can miss one exam without penalty (but I don't recommend doing that!). There will be no makeup exams. The exams are open book and open notes. The exams will be timed. The amount of time allowed for each exam will depend on the number and nature of the questions.

You will not have a lot of time to look up answers to questions as you take the exams, so you will want to be thoroughly familiar with each week’s materials (readings, lectures, etc.) before you start each exam.

To help those of you who are new to online courses adjust to taking timed exams online (which can make some people anxious), you will be able to take the first exam up to THREE times (only your last score will count). After the first exam, you will only have ONE chance to take each exam.

Please complete each exam on your own -- these are individual assessments, not group exercises.

• For each module, you will be asked to discuss one or more questions on that module's discussion forum (found under the link "Forums" on the course website). Please do not read other people's posts until you write and post your own. I recommend that you write your post in a word processor (like Word), spell check it, then paste it into the discussion forum (please don't use attachments unless absolutely necessary). After you have posted your message, I strongly encourage you to read and comment on your classmates' posts.

Please post all of your discussion assignments as early as possible in the week, so that others (and I) can read them, but no later than midnight Friday.

BEHAVIOR AND COMMUNICATION:

• I strongly encourage you to ask questions and to discuss your reactions to any issue or topic that we discuss in this course. The best way to ask a question or make a comment is to post it on one of the discussion forums rather than sending me a private email (unless you have a private question). If you do not understand something, or have some question about the course, it is almost certainly the case that there is another student in the class who has the same question. I will check the Laulima discussion forums and my email regularly and try to answer all questions you post within one weekday (so posts
late Friday or over the weekend may not get handled until Monday).

- The General Discussion forum is for procedural questions about the course, Laulima problems, and course content questions (or comments) that do not fit into one of the weekly discussion forums.

- Please call or email me if you are not able to get the answers you need through the discussion forum. I am also happy to meet with you in person or talk on the phone, just call or email me to schedule an appointment.

- Please be courteous in your online communications and respect the views expressed by others in the course. Online communication does not allow for the use of nonverbal communication cues that we use in normal face-to-face interchanges so we must rely solely on our written words to express our thoughts and views.

- **IMPORTANT:** Child maltreatment is very common and there is a good chance that you, or someone you know, was abused as a child. You may be aware of a current case of ongoing child abuse. If you were abused as a child, or you are aware of a case of past or present child abuse, I would like to request that you DO NOT share any details about it on the class discussion forums for two reasons: 1) the confidentiality of your postings cannot be guaranteed and 2) if you share details about a current abuse of an identifiable child I (as a mandated reporter myself) may be legally required to report the abuse to the authorities under Hawaii law, even if you do not want the abuse reported.

If you have a question about a past or present child abuse case, you can call or email me privately. I am very happy to try to respond to such questions, however, please remember that if you provide specific details about possible current abuse of an identifiable child (for example, "my son"), even in a private email or telephone call, I may become legally obligated to report the case to the authorities. If you are not sure whether or not you want something reported, do not provide any identifying information to me.

Another option is to call the Hawaii State CPS hotline (808-832-5300, business hours) or the 24-hour national child abuse hotline run by Childhelp USA (800-422-4453, see http://www.childhelp.org/pages/hotline) and describe the situation to them and ask them what they think you should do, and if they think this should be reported. The services offered by the Childhelp hotline look very good and comprehensive.

**SUGGESTIONS:**

1. Please check the Laulima site at least once a day during the week (M-F).

2. Early on in the week (Monday or Tuesday), please read, listen to, or view the assigned materials. The lectures will be more helpful to you if you do the readings before you view the lectures.

3. View and listen to the lectures on Laulima (in the learning modules, under Resources). The lectures are delivered to you in Flash format. In order to see the lectures, you need to have the free Adobe Flash player installed. Most computers already will have this software installed. If you have problems viewing the lectures, you
can download the free Flash player from http://get.adobe.com/flashplayer/. See the Troubleshooting page if you cannot see or hear the lectures.

4. If you have any questions about anything you have read, something from the lecture, or anything else related to the course, please post a message on one of the course discussion forums.

**READINGS:**

Textbook:


Additional required and recommended readings and other reference materials:

To be assigned (TBA). Check the online learning modules for each week to see what the reading assignments are for that particular week.

**EVALUATION:**

Only your five highest exam scores (of the six exams) will count towards your final grade. Same for the discussions: only your 5 highest of the 6 will be counted towards your final grade. The discussion assignments must be posted by Sunday at midnight to get credit.

The five counted exams together will constitute 50% of your final grade (so each exam represents 10% of your final grade). The five counted discussions will constitute 50% of your final grade (so each discussion represents 10% of your final grade).

You will receive a numerical grade for each exam and discussion assignment. For the discussions, the numerical grades correspond directly to letter grades from A+ to F.

Here are the numerical equivalents for each letter grade: A+ = 100, A = 96, A- = 92, B+ = 88, B = 85, B- = 82, C+ = 78, C = 75, C- = 72, D = 65, F = 0. Your final grade for the course will be assigned as follows: 95-100 = A, 90 - 94 = A-, 87 - 89 = B+, 83 - 86 = B, 80 - 82 = B-, 77 - 79 = C+, 73 - 76 = C; 70 - 72 = C-; 60 - 69 = D; < 60 = F.

Final grades will be curved upwards using the following method. The difference between 100 and the average of the four highest grade will be added to the final numerical grades. So, if the average of the four highest grades is 90, then 10 points will be added to everyone’s numeric grade prior to calculating the final course letter grade. Under this grade curving system, no one will ever receive a lower grade as a result of curving and, in theory, everyone can earn an “A.” Don’t count on a big boost from this method – it is typically only about 5 points.

**ACCOMMODATIONS:**

Any student with a documented disability who would like to request for accommodations should contact the University Disability Services Office (933-0816 (Voice), or 933-3334
(TTY), uds@hawaii.edu, Hale Kauanoe A Wing Lounge), as early in the semester as possible.

TECHNOLOGICAL REQUIREMENTS:

This is a completely online course. To do the work in this course, you will need:

- A PC with Windows XP or Vista, or a Mac with OSX 10.4 or higher
- A reliable broadband, connection to the internet [on a dial-up connection, downloads and streaming video will take a long time, long enough to slow down your work and put you at a disadvantage in the course]
- If you have a PC, make sure that it has Adobe Reader: free download/installation at http://www.adobe.com. MacOSX has a built-in PDF reader and converter.
- To view and listen to the narrated Powerpoint lectures, make sure that your internet browser allows popups and has Java enabled:
  - In Firefox on the Mac, click on the Firefox name, click Preferences, Content, and unclick Pop-up windows and click (select) Enable JavaScript and Java.
  - In Firefox on Windows, click on TOOLS, click OPTIONS, Content, unclick Pop-up windows and click (select) Enable JavaScript and Java.
  - You can go to this website to test if your browser is Java-enabled; if not, the website will give your instructions as to how to enable Java: http://www.java.com/en/download/help/testvm.xml
- To view movies posted on our course website and movies that are posted on the internet but linked to from our course website, you will need either QuickTime or Flashplayer, preferably both. You can download Quicktime from http://www.apple.com/quicktime/download/ and Flashplayer from http://get.adobe.com/flashplayer/

If you do not own a qualifying computer or do not have a fast connection to the internet, you will need to find a qualifying computer with such a connection. If you lack either, consider not taking the course, as you would be at a disadvantage in all aspects of the course work. Notify the instructor before continuing with the course.

You are strongly encouraged to take the Online Readiness Check at http://hilo.hawaii.edu/academics/dl/onlinereadiness.php

This includes a system check to ensure that you have the necessary technological resources; a skills check to determine whether you have the skills needed to succeed in an online course; and an online orientation to Laulima.

ACADEMIC INTEGRITY/PLAGIARISM
Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at [http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php](http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php)

I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual’s words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else’s work, or providing answers to others in any fashion during an examination. Please note that knowledge of others’ cheating and failure to report this to me can also be construed as complicity in academic dishonesty.

Should I have reason to suspect that academic dishonesty has occurred, I will conduct a thorough investigation or may refer the matter to the Dean of Students for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the University. Such consequences could negatively affect your candidacy for admission to a graduate/professional program.

**WEEKLY TOPICS:**

*Note to students: These assignments, and the syllabus as a whole, are SUBJECT TO CHANGE. Please see the assigned learning modules on Monday of each week for additional assignments.*

**WEEK STARTING**

**READINGS, ASSIGNMENTS**

Jun 13

Module 1
Preface, Chapters 1 & 2 in the text.
See Module for other assignments.
Discussion (due Friday, midnight), exam (due by Sunday, midnight).

Jun 20

Module 2
Chapter 3 in the text.
See Module for other assignments.
Discussion (due Friday, midnight), exam (due by Sunday, midnight).
Jun 27
Module 3
Chapters 4 & 9 in the text
See Module for other assignments.
Discussion (due Friday, midnight), exam (due by Sunday, midnight).

Jul 4
Module 4
See Module assignments.
Discussion (due Friday, midnight), exam (due by Sunday, midnight).

Jul 11
Module 5
Chapters 5, 6, & 7 in the text
See Module for other assignments.
Discussion (due Friday, midnight), exam (due by Sunday, midnight).

Jul 18
Module 6
Chapters 8, 10 & 11 in the text
See Module for other assignments.
Discussion (due Friday, midnight), exam (due by Friday, midnight).
Note to WASC Reviewers: The following are the contents of the six course modules referred to in the above schedule. These materials are posted on the course Laulima website and are not included in the course syllabus shown above.

**Week 1: Introductions and FGM**

**Syllabus Review**

Please start by printing out a copy of the [course syllabus](#) (if you have a printer handy).

Next, please view (and listen to) the Syllabus Review online presentation. You should be able to see and hear the Syllabus Review presentation on most computers. If you can't see or hear anything, first [try downloading and installing the free Adobe Flash Player](#). If you are still having trouble seeing or hearing the presentation, please see my [Troubleshooting Tips](#) page.

[Syllabus Review Presentation (click on this link to see and hear it)](#)

**Discussion Assignment #1**

*(Week 1 Discussion 1)*

*Due by midnight on Friday*

**IMPORTANT** for all of the online discussions (also in the syllabus):

Child maltreatment is very common and there is a good chance that you, or someone you know, was abused as a child. You may be aware of a current case of ongoing child abuse. If you were abused as a child, or you are aware of a case of past or present child abuse, I would like to request that you DO NOT share any details about it on the class discussion boards for two reasons: 1) the confidentiality of your postings cannot be guaranteed and 2) if you share details about a child abuse case, even abuse that occurred many years ago, I (as a mandated reporter) may be legally required to report the abuse to the authorities under Hawaii law, even if you do not want the abuse reported.

If you have a question about a past or present child abuse case, you can call or email me privately. However, please remember that if you provide specific details about a past or present case, even in a private email or telephone call, I may become legally obligated to report the case to the authorities.
Please think carefully about this before you post a message or contact me privately about a child abuse case.

**Here is the assignment for the Week 1 Discussion 1:**

Please introduce yourself to your classmates and instructor. Why are you taking this course? What are your career goals (it is OK to be unsure and open to possibilities, or to have general goals)?

Tell us at least one interesting or unusual thing about yourself.

**Tip:** It is a good idea to write all of your posts in a word processing program, check the spelling and grammar with your program, edit as necessary, then paste into the online Module Discussion (click on the Discussion and Private Messages link on the course home page).

**Readings**

Preface and Chapters 1 & 2 in the textbook

These two articles:

[Melton & Widom](#)

I recommend that you do the readings before viewing lectures 1 to 3.

**Lectures**

There are three lectures in this module. Links are below.

[Lecture 1 -- What is Child Maltreatment?](#)
((Lecture 1 slides) to print out, no audio)

[Lecture 2 -- Epidemiology of Child Maltreatment](#)
((Lecture 2 slides) to print out, no audio)

[Lecture 3 -- Theories and Facts in Child Maltreatment](#)
((Lecture 3 slides) to print out, no audio)

**Discussion Assignment #2**
(Week 1 Discussion 2)

*Due by midnight on Friday*
Lecture 1 (and Chapter 1 in the text) discuss how definitions of what constitutes child maltreatment differs from one culture to another and, within cultures, how definitions can change over time. Please read and listen to these before you start this discussion assignment.

For this week, I would like you to think about a cultural practice, Female Genital Mutilation (FGM), which some people consider to be a form of physical and/or sexual child abuse.

After you read this 1997 report on FGM by Amnesty International, I would like you to defend one of two positions on the widespread (in some countries) practice of FGM:

If your last name begins with a letter between A and K, then I would like you to argue that because FGM is an accepted practice in many cultures, although we may disapprove, we are not in a position to tell people in those other cultures and countries what they should do with their female children -- it is a sociocultural practice and we should respect the values and practices of other cultures. This is a position based on a consequentialist view of morality -- it is a version of social constructionism or cultural relativism (you may want to review the lecture on this topic and Chapter 1).

If your last name begins with L-Z, then I would like you to argue that FGM is wrong in any culture -- that it is always wrong to mutilate a child by removing part or all of her genitalia, no matter what people in a particular culture may think. You may want to argue that our political leaders should use their influence, and even economic sanctions if necessary, to try to force governments of other countries to outlaw this practice anywhere in the world that it occurs (this position is based on a deontological view of morality -- that there are universal moral principles of right and wrong that transcend cultural belief systems).

Even if you disagree with the position that I have asked you to defend based on your last name, see if you can find some reason to support it -- see if you can put yourself in the position of a supporter of the idea. If you do not agree with the position, then you can view this as an exercise in intellectual flexibility.

For both sides, I recommend that you look for documents on the Internet or in our library’s online databases that you can use (and cite, using APA format) to support your position.
Module 2: Spanking and Physical Abuse

Readings and Other Assignments

1. Chapter 3 in the textbook

2. The additional readings for this week consist of excerpts from an important *Psychological Bulletin* article on corporal punishment by Elizabeth Gershoff and some comments on that article. The article is a meta-analysis of studies on corporal punishment. There were three comments and one response to the comments by Gershoff that were published along with the original articles (the references to all 5 are shown below). All five articles comprise about 73 pages. I have cut down the assigned part to an excerpt of 16 pages, including key parts of the original article and parts of some of the comments.

Here is the excerpted 16-page version (this, and other documents, should start downloading as soon as you click on the link, and then open in their own window or tab, but it may take about a minute or more before you see anything, so please be patient) and the original 73-page version (for anyone interested). These were downloaded from the PsycNet database (to which you all should have access through the UHH library) for your convenience.

In case you are not familiar with the concept of a "meta-analysis" it is, briefly, a statistical method for reviewing and summarizing the results of a number of different empirical studies. It is vastly superior to the voting method of summarizing (e.g., "five studies found that corporal punishment is not effective, but two studies found that it is effective, therefore it is effective"), but has its own problems. This is a good summary of meta-analysis for the statistically inclined among you. Here is a much shorter description of some of the problems with meta-analysis.

Here are the citations for the readings:


**Discussion Assignment: Spanking**

*Due by midnight on Friday*

The topic for this week is another sometimes controversial one: spanking. As the book notes, many American parents spank their children, and mild to moderate spanking is specifically exempted from laws about physical child abuse.

If your last name begins with letters L-Z, I would like you to make an argument that mild to moderate spanking is a valuable method of child discipline, that it can benefit children, and that it should not be outlawed. Please use citations to empirical evidence published in articles in peer-reviewed journals or in scientific books to support your arguments. You do not need to limit yourself to psychology journals, as useful information on this and other child maltreatment topics may be found in journals and books in other fields such as sociology, social work, anthropology, criminal justice, and others. You may want to see if you can find empirical evidence (citing assigned articles and the text is OK, but I recommend that you also find some other source) you can find that supports hypotheses such as these:

1. Mild to moderate spanking does not harm children physically or psychologically

2. Punishment such as spanking is a useful and effective method of child discipline

3. Certain techniques for spanking work better than others (give examples)

If your last name begins with A-K, I would like you to argue that spanking is detrimental and should be considered a form of physical child abuse (as Murray Strauss argues, see this week's chapter). You may want to see if you can find empirical evidence to support your position. In addition, you may want to examine other aspects of Strauss' arguments about violence on television and the spillover effect.
Please feel free to post your own personal views and/or reactions to other posts.

Please write your own post before reading those of your classmates and make your own original post by Friday midnight. Remember to use APA format and cite your references.

Lectures

There are two lectures this week. Links are below.

Lecture -- Physical Abuse -- with narration
(slides to print out)

Lecture -- Physical Abuse (cont)-- with narration
(slides to print out)

Exam

Exam 2 will be available until Sunday midnight. Just a reminder: you can only take Exam 2 (and subsequent exams) one time.
Module 3: Child Sexual Abuse I

Reading Assignment

Textbook, Chapters 4 & 9

Discussion Assignment

Due by Friday at midnight (but please post earlier if you can)

If your last name begins with A-K, please argue that that there is ample evidence for the existence of repressed memories of CSA and that claims based on long-buried, but recently recovered, memories of sexual abuse should be vigorously pursued by police, prosecutors, and civil litigants (for example, people suing the Catholic Church for compensation). Argue that the repressed memory theory is scientifically sound and scientific experts should be allowed to testify in court cases that repressed memories are fairly common and often or usually true.

If your last name begins with L-Z, please argue that is little or no evidence for the existence of repressed memories of CSA and that claims based on long-buried, but recently recovered, memories of sexual abuse should be treated with skepticism by police, prosecutors, and the civil justice system. Argue that the repressed memory theory is not adequately supported by scientific evidence and that experts should not be allowed to testify in court cases that repressed memories are fairly common and often or usually true.

Here is a good statement of the theory of repressed memories of CSA from the Encyclopedia Britannica:

in order to cope with the trauma of being abused, the victim employs a psychological defense known as dissociation. Dissociation involves "splitting off" awareness so that the conscious mind is "elsewhere" when the abuse takes place. The result is repression, a self-protective memory loss … Despite the fact that the painful experiences are consciously forgotten, the repressed material can still cause severe symptoms; often these symptoms have no clear cause.

According to the theory, the repression of memories differs from amnesia in that amnesia is generally understood to mean a complete loss of memory of all events during a specific period of time. In repressed memory theory, the loss of memory is specific to the traumatic abuse, but the person may have normal memories of non-traumatic events that occurred around the same time as the traumatic abuse – only the traumatic memories are blocked from conscious memory. According to the theory, these memories may re-emerge into consciousness as a result of viewing or hearing about sexual abuse, or as a result of repressed memory psychotherapy – psychotherapy aimed at unearthing repressed memories of abuse.

The repressed memory theory has generated much controversy in the field of psychology (and in the courts) and has been the source of very heated debate. A number of states have passed special
laws based on this theory, extending the statute of limitations well past the normal time limits for criminal prosecution or for civil suits, if the memories of abuse on which the legal case is based were not available to the victim throughout most of his or her life, but were only recovered many years after the abuse ended.

**Note:** The literature on both sides of this topic is EXTENSIVE and COMPLEX. I do not expect you to do a complete review of everything published. Try to find at least 3 articles, and possibly other types of materials, for example, legal rulings, that support the position that you are assigned to argue for to use as a basis for your argument.

**Tips for improving your discussion posts**

- Speculate about possible answers to the question, then research your ideas -- see if you can find and cite (using APA format) good articles or reliable websites to support, directly or indirectly, some or all of your speculations. Try to weave your sources together into a coherent argument.

- See the [Writing Tips handout](#) for general tips on improving your writing.

- Don’t cite Wikipedia because (a) no authors can be identified and (b) Wikipedia articles change over time. It is perfectly fine to use Wikipedia to find citable sources.

- Don’t plagiarize: cite all sources for your ideas, whether you quote them directly (using ” marks, of course), or just paraphrase ideas.

**Lectures**

[Lecture -- Child Sexual Abuse I -- Definition, Prevalence, Perpetrators](#)  
[Lecture slides to print out](#)

[Lecture -- Child Sexual Abuse II -- Diagnosis and Bayes Theorem](#)  
[Lecture slides to print out](#)

**Exam**

Exam 3 will be available until Sunday midnight.
Module 4: Child Sexual Abuse II: Repressed Memories (continued)

Reading and Audiovisual Assignment

No reading assignment from the textbook this week.

As you can see from the reading and listening/viewing assignments below, we are going to continue looking at repressed memories of sexual abuse.

*The Folklore of Buried Memories* by Richard McNally

*Make Believe Memories* by Elizabeth Loftus

*Mind Games: Psychological Warfare Between Therapists and Scientists* by Carol Tavris

*A PROSPECTIVE STUDY OF MEMORY FOR CHILD SEXUAL ABUSE: New Findings Relevant to the Repressed-Memory Controversy* by Gail Goodman and her associates

Please listen to: "An Epidemic Created by Doctors" (a radio broadcast), 35 minutes. To find this report, please go to [http://www.thisamericanlife.org/radio-archives/episode/215/Ask-An-Expert](http://www.thisamericanlife.org/radio-archives/episode/215/Ask-An-Expert). Click on the little "Stream Episode Full Episode" icon and be patient while it is "Buffering." You can fast forward over the 6 minute Prologue (about the radio program Car Talk) by sliding the little slider up to 6:30 (6 minutes and 30 seconds into the broadcast) to get to "Act One: An Epidemic Created by Doctors." This is a gripping radio program. It is one of the few times you will ever hear a mental health expert admit that she (it was a she in this case) was wrong.

Despite the scientific evidence, and the widespread consensus among the most-respected memory researchers, repressed memories are alive and well in our courtrooms, and lots of people are making a lot of money from them. Here is an example.

Two professors (Ross Cheit and Jennifer Freyd, who both recovered their own memories of abuse) who are believers in repressed memories (you do not need to read their entire websites, just FYI): [http://www.brown.edu/Departments/Taubman_Center/Recovmem/index.html](http://www.brown.edu/Departments/Taubman_Center/Recovmem/index.html) [http://dynamic.uoregon.edu/~jjf/](http://dynamic.uoregon.edu/~jjf/)

**The Catholic Clergy Sex Abuse Scandal**

The clergy sexual abuse scandal is very much alive and still on many peoples' minds, including the Pope's. Since 1950, the Catholic Church has paid out $2 billion to cover costs related to sexual abuse (to settle lawsuits), most of that during the past six years.

*Finkelhor (2003) "The Legacy of the Clergy Abuse Scandal"*

Watch Deliver Us From Evil (streaming RealMedia) (1 hour 46 minutes), a documentary about Father Oliver O'Grady (a pedophile priest who sexually abused many children) and his victims. Just click on the "Play" icon in the black rectangle:

If you don't see a black rectangle with a "play" icon above, or the video does not play when you click play, or you can hear, but not see it, please see TroubleshootingTips.htm

If you are on a slow connection and the film keeps stopping while you are watching it, click on the Pause button and let more of the film download before you try to watch it (this will save frustration). You can also click on the little "full screen" icon in the control bar to expand the film box.

If you are having trouble seeing or hearing the film, could you please email me ASAP at hermans@hawaii.edu?

Discussion Assignment

Due by Friday at midnight (but please post earlier if you can)

Please discuss your reactions to either (a) the radio segment "An Epidemic Created by Doctors," (b) "Deliver us from Evil," or (c) both a & b if you like. If you would rather discuss some other aspect of the readings for this week, or something else related to this week's topics, feel free.
Child Neglect, "Broken" Children, and Unconditional Love

Reading/Viewing/Listening Assignments

Textbook: Chapters 5, 6, 7

The following short chapter on child neglect from childwelfare.gov -- an excellent federal government resource on all topics related to child welfare:
http://www.childwelfare.gov/pubs/usermanuals/neglect/chaptertwo.cfm

This commentary on child neglect by McSherry (2007)

Please let me know ASAP (at hermans@hawaii.edu) if you are unable to view or hear the two media assignments for this week (one radio program, one film).

"Unconditional Love"

The first assignment is to listen to a 57 minute episode of the This American Life radio program -- this is one of the best public radio programs out there, also the source of the Ask an Expert segment about recovered memory therapy that we listened to earlier.

You can listen to the program here: http://www.thislife.org/Radio_Episode.aspx?episode=317 To listen, click on the "Full Episode" link underneath the photo on the left side of the screen, a little ways down.

Caution: The segment of this program about Daniel, the kid with "attachment disorder" (this is better labeled "reactive attachment disorder"), describes an apparently successful application of a form of therapy that is sometimes called "attachment therapy" or "holding therapy." The empirical evidence does not support this an effective therapy for kids like Daniel. Some children have died as a result of extreme forms of variations of these therapy. It does sound like Daniel MAY have benefitted from SOME parts of this approach, but we can't really scientifically conclude anything from this one case. For critiques of this approach to therapy, please read the following (short) websites:

http://www.quackwatch.com/01QuackeryRelatedTopics/at.html

and this statement from the American Psychiatric Association


The "Daniel" segment illustrates the long-lasting harm that severe emotional neglect can
cause.

Here is the editorial that is referred to in the segment about Ben, the autistic child, and his parents. This NY Times editorial talks about the murder of autistic children by their parents, and other things.

"Broken Child"

Please watch this one hour video: Broken Child. This video is in RealMedia streaming format, like Deliver Us From Evil. It takes a while to load and start playing (can be a minute or two), so please be patient.

Discussion Assignment

Please discuss a topic related to either the radio program, the Broken Child film, or another topic related to child neglect. Below are some possible discussion topics. You can pick one of these, or one of your own. Be sure to cite reliable sources in support of your arguments.

- Is attachment therapy (such as that used on Daniel) effective? What are pros and cons? What other therapies or interventions are effective with Reactive Attachment Disorder?
- The dangers of adoption (e.g., Daniel). What can potential adopters do to minimize the risk of ruining their lives?
- Why do parents kill their children (filicide)? Can (some) filicide be prevented? Listen to this episode (an mp3 file, it takes a while to download) of the All in the Mind radio program (from the Australian Broadcasting Corporation) about mothers who kill their children -- gripping (my second favorite podcast, after This American Life).
- Parenting a child with severe behavior problems, like Ben in Unconditional Love or Jonathan in Broken Child.
- Should all parents who kill their children receive long prison sentences? Why or why not?
- Here is a quote from Broken Child: "Early trauma can shape an entire life. By the time children are four years old, psychologists can tell which of them are likely to drop out of school or become delinquent. Almost always, these are abused or neglected children." From a scientific point of view, what is the problem (or problems) with this statement?
- Should mothers like Patricia (from Broken Child) who drink or use dangerous drugs during pregnancy have their children taken from them at birth?
- Discuss the effects of living in environments with severe violence, even death/murder, on young children (e.g., Benny from Baltimore)? What can be done for these children?
- Why should we put "broken" in Broken Child in quote marks?
- Is child neglect (usually? sometimes? never?) poverty in disguise?
- What can be done about child neglect? What should we do?
- What accounts for the "neglect of neglect"?
Lectures

Lecture -- Child Neglect
Lecture -- Child Neglect (slides only, to print out)

Lecture -- Psychological Maltreatment
Lecture -- Psychological Maltreatment (slides only, to print out)
Mandated Reporting and Other Topics

Reading and AV Assignments

1. Textbook: Chapters 10-11, also please reread the Mandatory Reporting section in the text (Chapter 9, pp. 328-329)

2. Please read this well-written, 16 page summary of Hawaii statutes and practices related to reporting of child maltreatment, minor consent, and confidentiality issues: http://www.youthlaw.org/fileadmin/ncyl/youthlaw/publications/minor_consent/HI_Minor_Consent_jun04.pdf (this is a good document to print out and save for reference if you work in any kind of human services job in Hawaii, or plan to in the future).

3. Hawaii laws related to the mandatory reporting of child maltreatment (and definitions of child maltreatment) are found in Chapter 350 (also known as 350) of the Hawaii Revised Statutes. Please read all of Chapter 350 (it is very short) by starting on this page: http://www.capitol.hawaii.gov/hrscurrent/vol07_ch0346-0398/hrs0350/hrs_0350.htm Continue from the first page by just clicking on the "Next" link at the bottom of each page until you get to the end of Chapter 350 (a total of about 10 webpages).

4. I would also like you to be familiar with the somewhat complicated criminal statutes related specifically to sexual assault and child sexual abuse (especially the perpetrator-victim age differentials for children aged 14-16 and the incest provision), so please read 707-0730 through 707-0741 (you can skip the Case Notes that appear on some pages under the statutes), starting with 707-0730. To understand 707-0741 (the law on incest), you also need to read 572-1 (which permits marriage with a cousin, but not an aunt or uncle, and specifies that 15 is youngest age at which a person can marry in Hawaii). It is interesting to note that the statutes, as I read them, imply that if two children under age 14 engage in any kind of sexual play or contact, they might both be guilty of felonies.

5. These articles:

6. Here are two parts of a news story about an investigation of problems with the CPS system in Kentucky that were made by a Kentucky television station. I want to emphasize that I do not think that the problems described in these stories are widespread throughout the entire CPS system and this story should not be taken as an indictment of the entire system. In my few contacts with CPS workers and managers, I have had the impression that most of them are genuinely concerned about at risk children and are trying to the best they can with limited funding and case overloads. Nevertheless, the problems described in these reports do sometimes occur.
Part I

alternate link: the same video (Part I) on its original YouTube page

Part II

alternate link: the same video (Part II) on its original YouTube page

Discussion Assignment

Please pick one of the following topics to discuss:

**Topic 1: Mandated Reporting**

By 1967, all states had passed some type of mandatory reporting statute. The minimal requirements for such statutes were clarified by the passage of the federal *Child Abuse Prevention And Treatment Act (CAPTA)* in 1974. In order to be eligible for certain types of federal funding, among other things, CAPTA required states to have mandatory reporting laws and systems.

Before you do this discussion assignment, please read the assignments shown above.

Your discussion assignment is to consider mandated reporting of child maltreatment by mental health professionals: What exactly are the pros and cons of mandated reporting for mental health professionals? Are you supportive of current mandated reporting laws, such as those that are in effect in Hawaii, or would you change or eliminate them if it was up to you? How would you change them?

**Topic 2: Science and Common Sense**

The text quotes a commencement speech by Los Angeles radio personality Dennis Prager in which he said "I have never come across a study that contravened common sense. Studies either substantiate common sense, or they are wrong." Do you agree or disagree with this statement? Can you give examples of scientific findings about some aspect of child maltreatment that (a) are consistent with "common sense" and (b) are inconsistent with it?

**Lectures**

[Lecture -- Mandated Reporting](#)
[Lecture -- Mandated Reporting (slides only, to print out)](#)
Lecture -- Research Issues in Child Maltreatment
Lecture -- Research Issues in Child Maltreatment (slides only, to print out)