



ArmchairEdClockHours  
Susan Kane-Ronning, Ph.D., Director  
Post Office Box 29137  
Bellingham, WA 98228-1137

**Overview:**

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics.

**Course Goals and Objectives:**

As a result of these courses, the student will be able to:

1. Review and assess your school district policy on Child Abuse, Neglect and Exploitation Prevention
2. Read texts on child abuse, neglect, or exploitation
3. Identify how to teach students about abuse, neglect, or exploitation
4. Identify characteristics of abuse, neglect and exploitation in students

**Credit Options:**

The course will be offered for 30 clock hours, based on the length and substance of the book, and related activities. **The course will include 30 multiple-choice questions and three required essays.**

**Grading Rubric:**

Pass/Fail: Coursework must be passed with 70% criterion. All coursework must be completed.

The following published books is currently being used as a text for the following ArmchairEdClockHours course:

**Understanding Child Abuse and Neglect (30 clock hours)**

Crosson-Tower, C. (2021, Ninth Edition). *Understanding child abuse and neglect*. Hoboken, NJ: Pearson. 442 pages.

***This course meets the Washington OSPI child abuse and neglect clock hour requirements.***

This course is a comprehensive on child maltreatment. *Understanding Child Abuse and Neglect* provides a comprehensive look at children's services. It explains management procedures and focuses on how various professionals become involved in the child protection process and in turn how treatment is undertaken. The course provides a comprehensive overview of functional and dysfunctional families and contrasts healthy child development with development hampered by abuse.



Learning Goals for this course:

- Be familiar with the full range of services for children from the least intrusive to the most comprehensive.
- Understand the effect that various services will have on children and families.
- Have a sense of what it might be like to serve children in various agency settings.

**Grading Rubric:**

Pass/Fail: Coursework must be passed with 70% criterion. All coursework must be completed.

**All Essays Required**

Essay 1: Access your school district's policy on Child Abuse, Neglect and Exploitation Prevention. After reading your district's policy, interview support staff in your school who would be responsible (along with you) to report child neglect, abuse or exploitation. That would probably include the principal, school nurse and psychologist and perhaps other professionals as well. In your essay, discuss your school district's policy in light of what you've learned by reading the policy and from your conversations with colleagues. Were there any surprises in the policy or were you familiar with it? Have you received any type of professional development in regard to the district's expectations for you in regard to this policy? Do you and your colleagues have the same understanding of the policy and how to implement it?

Essay 2: Check your school library for books relevant to child neglect, abuse or exploitation. Make a list of at least 5 books, noting if they are fiction or non-fiction. Read all five and create a unit about abuse around the one that strikes you as most appropriate for your class. Begin your essay with the list of books you find. The unit is your essay. End your essay with some ideas of other ways to teach students about this difficult subject besides using a relevant text. Note: if your own school library does not have five books, use the public library (and you might want to talk to your school librarian.)

Essay 3: Four children have joined your class. One is a victim of physical abuse, one a victim of emotional abuse, another the victim of sexual abuse and the last a victim of substance abuse. Create a description of each of these students as you would see them in your classroom, including learning, social/emotional, and behavioral features. Use relative material from your text as well as online resources. Give each child a name and gender and then describe them using the three features. Describe their interaction with other students and their behavior outside the classroom, perhaps on the playground or in hallways, in the lunchroom or on the bus. When you have a clear description of each of these students, ask at least two of your colleagues to match each student's behavior with the descriptor of abuse. The descriptions of the students will be your essay. At the end of the essay, report as to whether your colleagues could correctly match the student description with abuse. Cite whatever resources you used to complete this essay.



**Essay scoring rubric:**

Three essays required

Each essay two to three pages

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge

- **You must download the coursework before starting this course.**
- **Submit all coursework at the same time.**
- **All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.**