

APPROVED

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APR 10 2012

# The University Of Toledo

## New Course Proposal

Administrative Use Only (rev. 9/2011)		
Code:		
Approved (senate or grad council)		
Effective Date: / / (mm/dd/yyyy)		
CIP Code:		
Sub:	Prog:	Level:

COLLEGE OF GRADUATE STUDIES

Level (check one): <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Will this course impact program requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>*If Yes, a Program Modification must be completed.</i>
Type of course (check all that apply): <input type="checkbox"/> Academic Skills Enhancement <input type="checkbox"/> Writing Intensive (WAC) <input type="checkbox"/>
Honors <input type="checkbox"/> Univ. Core: <input type="checkbox"/> English <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Nat. Sciences <input type="checkbox"/> Social Sciences Multicultural: <input type="checkbox"/> Diversity of US Culture <input type="checkbox"/> Non-US Culture <input type="checkbox"/> Transfer module: <input type="checkbox"/> Arts&Hum <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Nat Sci & Phys <input type="checkbox"/> Soc Sci

College: JHCEHSHS	Dept: School Psy, Legal Sp, and Counsel
Contact Person: Morris Jenkins	Phone: 2313
Email: morris.jenkins@utoledo.edu	

Alpha/Numeric Code (Subject area-number): COUN 6720 If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to form.	
Proposed title: Advocacy for the Survivor of Child Neglect and Abuse	Proposed effective term: Fall 2012 for offering in Spring 2013
Planned enrollment per section: 10-15	Per term: 10-15
Is the course cross-listed with another academic unit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Is the course offered at more than one level? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<i>If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.</i>	
a. - b. - c. -	
Approval of other academic unit(signature): _____	
Name and title:	
If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.	

<b>Credit hours:</b>	<b>Fixed: 3</b>	or	<b>Variable:</b>
<b>Delivery Mode:</b>	<b>Primary</b>	<b>Secondary</b>	<b>Tertiary</b>
<b>Activity Type:</b>	Online	Select One	Select One
<b>Minimum Credit Hours:</b>	3		
<b>Maximum Credit Hours:</b>	3		
<b>Weekly Contact Hours:</b>	3		

**Terms offered:**    Fall    Spring    Summer

**Years offered:**    Every Year    Alternate Years

**Are students permitted to register for more than one section during a term?**    Yes    No

**May the courses be repeated for credit?**    No    Yes      **Maximum Hours:**

<b>Grading System</b>	<b>Undergraduate</b>	<b>Graduate</b>
	<input type="checkbox"/> Normal Grading (A-F, PS/NC, PR, 1) <input type="checkbox"/> Passing Grade/No Credit (A-C, NC) <input type="checkbox"/> Credit/No Credit <input type="checkbox"/> Grade Only (A-F, PR, I) <input type="checkbox"/> Audit Only <input type="checkbox"/> No Grade	<input checked="" type="checkbox"/> Normal Grading (A-F, PS/NC, PR, 1) <input type="checkbox"/> Grades Only (A-F) <input type="checkbox"/> Satisfactory/Unsatisfactory (G only) <input type="checkbox"/> Audit Only <input type="checkbox"/> No Grade

**Prerequisites (must be taken before):**

a. SOCW - 6700      b. CRIM - 6710      -

**PIN** (Permission From Instructor)       **PDP** (Permission From Department)

**Co-requisites (must be taken together):**

a.      -      b.      -      c.      -

**If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?**

<b>Course to be removed from inventory</b>	<b>Final Term to be offered</b> (YYYYT. i.e. use 20064 for Fall'06)
a.      -	
b.      -	
c.      -	
d.      -	

**Catalog Description** (30 words Maximum):

This course prepares students to recognize the long term cognitive, social, and emotional effects of child maltreatment. Evidenced-based approaches for effective advocacy and for treatment of the survivor are examined.

**Attach a copy of a complete outline of the major topics covered.** (Syllabus preferred)

**Where does this course fit in the University/College/Department curriculum?** (Be specific by course level, if applicable). **Indicate prospective demand.**

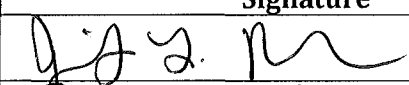
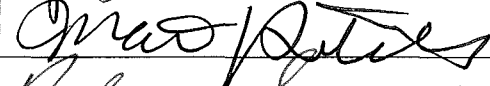
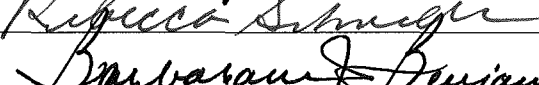
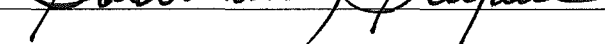
Course is third of a sequence of four courses in the Child Advocacy Graduate Certificate program. Students who complete the program of four courses with a 3.0 gpa will be awarded a certificate. The courses may be taken within existing degree programs. The certificate does not require enrollment in a concurrent degree program.

**If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication.** (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

**If the course is intended to meet a University Undergraduate Core requirement, submit a course syllabus and complete the following:**

**Please explain how this course fulfills the general education guidelines.**

**COURSE APPROVAL:**

	Signature	Date
Department Curriculum Authority:		03/30/2012
Department Chairperson:		4-3-2012
College Curriculum Authority:		4-9-12
College Dean:		4-9-12

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date
Faculty Senate Undergrad. Curriculum Comm. :		

For COGS  
Fall/Km 07/16/12

Faculty Senate Core Curriculum Comm. :		
Graduate Council :	<i>Hide Piazza</i>	<i>7.16.2012</i>
Office of the Provost:		
Registrar's Office:		



**The University of Toledo**  
**Judith Herb College of Education, Health Science and Human Service**  
**Department of School Psychology, Legal Specialties and Counselor Education**

**COUN: 6720 Responding to the Survivor of Child Neglect and Abuse Fall 2012: Online (BB9)**

**Semester Credit Hours 3**

**Instructor Contact Information**

**Name:** <Instructor Name>

**Phone:** 419-530-xxxx

**Office:** <HHxxxx>

**Email:** xxx@utoledo.edu

**Office Hours:**

**Fax:** 419- 530-7879

**Credentials:**

**Website:** <http://www.utoledo.edu/hshs/cesp/>

**Course Description**

This course prepares students to recognize the long term effects of child maltreatment. Evidenced-based approaches for effective advocacy and for treatment of the survivor are examined.

Prerequisites:

**Required Texts**

Working with Abused & Neglected Children(??)

Halverstadt, J. S. (xxxx). Working with Abused & Neglected Children(??)

**Child Advocacy Graduate Certificate Program**

Course is third of a sequence of three courses in the Child Advocacy Graduate Certificate program. Students who complete the program of three courses with a 3.0 gpa will be awarded a certificate. The courses may be taken within existing degree programs. The certificate does not require enrollment in a concurrent degree program.

**Student Learning Objectives**

At the conclusion of this course:

- ◆ Students will demonstrate an in-depth understanding of what issues survivors of child abuse and neglect bring to health care/mental health providers.
- ◆ Students will demonstrate an in-depth understanding of the process for disclosing by survivors of abuse and neglect.
- ◆ Students will demonstrate an in-depth understanding of the components and guidelines that relate to sensitive practice standards.
- ◆ Students will demonstrate an in-depth understanding of the problems/issues that health care/mental health practitioners face when working with survivors of child abuse and neglect.
- ◆ Students will demonstrate an in-depth understanding of what contributions health care/mental health professionals can have in a survivor's healing and recovery process.
- ◆ Students will demonstrate an in-depth understanding of the available outside resources and support systems for survivors of child abuse and neglect beyond health care/mental health services.

### **Methods of Instructions**

This course will be taught as a distance learning class on Blackboard 9 (BB9). Students should have a computer or access to a computer running Windows XP, Vista, or 7, or a Macintosh with the latest system software and the ability to play audio and video. A high speed Internet connection is strongly recommended. Materials will be posted on the website to assist you in understanding the topics covered in text and provide you with information not covered in the text. You should check the course website at least twice once a week. Discussion questions will be posted on the course website.

The latest versions of Microsoft Internet Explorer or Mozilla Firefox are recommended as these two browsers appear to work best with Blackboard. If you have a problem accessing, reading, displaying, or playing any of the content on the Blackboard site, DO NOT contact your instructor. Instead, contact Learning Ventures (419.530.8835) for assistance.

**\*\*All students will be required to understand and adhere to Netiquette Rules, (<http://www.albion.com/netiquette/>), which are the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace.**

### **Requirements**

- 1. Participation in Course Activities (xx% of total grade).** Students are expected to be active participants in all scheduled/required course activities, course assessment techniques (CAT's), and classroom exercises. Classroom participation rubrics will be handed out as well as posted via BB9.
- 2. Discussion Questions and Reaction Comments (xx% of total grade).** You will be presented with X discussion questions during the course. You may earn up to XX points for your response to each discussion question. You will be graded based on the organization of and reasoning reflected in your response. Additionally, your use of proper grammar and correct spelling will affect your score. Additionally, each student will constructively comment on the response of two other students by indicating if you agree or disagree with this student's position and explain your reasoning. Your response should be logical and respectful. Be sure to use proper grammar in your response. You may earn up to XX points for your comments on the response of another student. You will be graded based on the logic and respect shown in your comment. Your grammar and spelling will also be a factor.
- 3. Comprehensive Final Examination (xx% of total grade).** There will be a final comprehensive examination given during finals week. The final exam may cover all material assigned during the course.

### **Class Policies**

**Policy on late or unfinished assignments:** Late assignments are subject to a penalty of 10% of the award for every day they are late. A grade of PR will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor abreast of the situation. If all assignments are not received by the end of the examination period the student will be awarded an Incomplete. If the assignments are not received by the end of the next semester the Incomplete will be changed to an F. No assignments will be accepted after this date, in other words, the F will stand. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university. All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog.

**Accommodation of student needs:** Students needing special arrangements for test taking, note taking, special print, or other considerations for successful completion of the course should discuss these needs with the instructor at the beginning of the course. Every effort will be made to make reasonable accommodations to facilitate student learning and performance.

Contact Information:  
Office of Accessibility; Rocket Hall  
Room 1820  
Phone: 419.530.4981  
TTY/VP: 419.530.2612  
Fax: 419.530.6137  
Email:  
OfficeOfAccessibility@utoledo.edu

**ADA Compliance:** The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 ("the Rehabilitation Act") and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03

**Communications Policy/Email:** Communications Policy: In accordance with University of Toledo policy all official email communication **will only be sent to students' university email addresses.** It is expected that students will read their email in a timely manner. Students may use laptop computers to take notes in class, when appropriate. However, the instructor considers it disrespectful when students use laptops and/or cell phones to check email, surf websites, or text during class time. Students in violation of this policy will be asked to leave class to tend to their business.

The University of Toledo issues each student an official UT email address. This email address usually takes the form of firstname.lastname@rockets.utoledo.edu. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

**Course Changes:** The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

#### **Grading Procedures/Methods of Evaluation:**

Students submit assignments to the class website each week. They are graded and the grades are posted on the website. There are grading rubrics for each assignment. The assignments are detailed under requirements below:

#### **Grading Scale**

<b>A</b>	<b>96-100</b>	<b>C</b>	<b>70-72</b>
<b>A-</b>	<b>91-95</b>	<b>C-</b>	<b>67-69</b>
<b>B+</b>	<b>86-90</b>	<b>D+</b>	<b>63-66</b>
<b>B</b>	<b>81-85</b>	<b>D</b>	<b>60-62</b>
<b>B-</b>	<b>77-80</b>	<b>D-</b>	<b>57-59</b>
<b>C+</b>	<b>73-76</b>	<b>F</b>	<b>56 or less</b>

**Policy Statement on Academic Dishonesty:** Any student found cheating on a test or assignment or any student who represents the work of another person as his or her own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog and the Department Policy on Plagiarism which is posted on the Department website.

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

While academic integrity is particularly the responsibility of the student, the faculty members also have a responsibility. Assignments and tests should be constructed and proctored so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments or in examinations (e.g., the use of calculator, computer, text materials, etc.). Should cases of academic dishonesty be found among students, the instructor may choose to counsel the student, or the following sanctions may be imposed:

- The student may be assigned an F for the work in question.
- The student may be assigned an F for the course. In this case the instructor should inform the Dean and the student of this action. The Dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
- The student may be placed on probation or suspended for some definite period of time,



dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the Dean will consult with the instructor and the student in making such a judgment, and that the Dean will notify the student of the sanction imposed and of the appeals procedure.

A student found to be academically dishonest by a faculty member may appeal according to procedures approved by the respective colleges. The procedures for making a final appeal to the Student Grievance Committee may be found in the Student Handbook.

**Confidentiality:** Given the nature and sensitivity of this course, there will be the need to use examples or demonstrations during the course of instruction. Students will be expected to maintain confidentiality and to respect the right to privacy of others and their fellow students. In addition, test security will be honored since there will be demonstrations of actual instruments.

**Drop/Withdrawal:** Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

**Special Needs:** Students who require individualized arrangements for taking tests, taking notes, completing assignments, or any other aspect of the class should discuss these needs with the instructor. Every effort will be made to make reasonable accommodations to facilitate student learning and performance in the course.

**Weather:** In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at [utoledo.edu](http://utoledo.edu), [myUT.utoledo.edu](http://myUT.utoledo.edu), the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research. It is also the University's policy that the hospital never closes.

**Student Evaluations:** At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

## Course Outline

Date	Topic
Module One	<p>Overview of the Survivor's Issues</p> <ul style="list-style-type: none"> <li>• Sexuality and Sexual Orientation</li> <li>• Gender Socializations: Male &amp; Female</li> <li>• Societal Myths regarding the Cycle of Violence</li> <li>• Thoughts/Behaviors during Health/Mental Assessments</li> <li>• Transference and Counter-Transference Issues</li> </ul> <p>Reading:</p>
Module Two	<p>Disclosure by a Survivor</p> <ul style="list-style-type: none"> <li>• Concerns and Challenges of Disclosure</li> <li>• Recognizing Indicators of Past Abuse</li> <li>• Strategies to Inquire about Past Abuse</li> <li>• Effective and Professional Responses to Disclosure</li> <li>• Required Actions at the Time of Disclosure</li> </ul> <p>Reading:</p>
Module Three	<p>Sensitive Practice Standards</p> <ul style="list-style-type: none"> <li>• Fostering a Safe Environment for Survivors</li> <li>• Components of Sensitive Practice</li> <li>• Avoiding Retraumatization</li> <li>• Strategies for Reflection</li> <li>• Medical/Clinical Encounters with Survivors</li> </ul> <p>Reading:</p>
Module Four	<p>Problems/Issues in Working with Survivors</p> <ul style="list-style-type: none"> <li>• Actual and Psychosomatic Health Issues</li> <li>• Disconnection from Self</li> <li>• Non-adherence to Treatment</li> <li>• Difficult Interactions with Survivors</li> <li>• Understanding Triggers of Dissociation to Treatment</li> </ul> <p>Reading:</p>
Module Five	<p>Contributions by Health Care/Mental Health Professionals</p> <ul style="list-style-type: none"> <li>• Sensitive Short- and Long-Term Care</li> <li>• Assistance with Rebuilding Relationships</li> <li>• Teaching a Survivor about his/her Body's Functions</li> <li>• Preparation for other Traumatic Events</li> <li>• Building Trust in Helping Professionals</li> </ul> <p>Reading:</p>
Module Six	<p>Outside Resources/Support System Beyond Treatment</p> <ul style="list-style-type: none"> <li>• Seeking Collaborative Service Delivery</li> <li>• Teaching Survivor about Self-Care Strategies</li> <li>• Providing Appropriate Coping Skills</li> <li>• Negotiating New Roles and Developmental Paths</li> <li>• Community Resources for Survivors</li> </ul> <p>Reading:</p>

***\*\*The above schedule and procedures are subject to change at the discretion of the instructor.***