



Child Abuse:

Working with Abused & Neglected Children

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Introduction

Welcome to *Child Abuse: Working with Abused & Neglected Children*, an interactive computer-based instruction course, designed to help you identify and effectively teach students affected by child abuse and/or neglect. This course discusses the identification of physical, emotional, and sexual abuse; the impact of abuse on the behavior and learning abilities of students; the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse; and methods for teaching students about abuse of all types and its prevention. It also discusses the specific factors that exist in families who abuse or neglect their children.

This recently updated course has additional sections on childhood depression and suicide, child trafficking, children with disabilities, disproportionality, and substance abuse to meet state and federal requirements. A major emphasis in this course is on helping the participant understand the special learning needs of the abused or neglected child, and how to meet those needs in the regular classroom. Working with parents and community agencies is also emphasized.

This course meets the child abuse and neglect educational requirement in most states. It is the responsibility of the student to verify the course content with your specific state professional licensing agency to ensure proper credit.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Child Abuse: Working with Abused & Neglected Children*
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Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout. A participant who fails to complete the entire course in the manner intended and as outlined, may have their grade reduced or fail the course. It is the student's responsibility to contact the facilitator, instructor-of-record, or VESi registrar if there is any question as to the manner in which this course is to be completed.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course with application to educational settings. The intervention strategies are designed to be used for the remediation of abused or neglected students ranging in age from approximately three years to adolescence. Some alterations may be needed if working with specific populations such as gifted, ESL, or special education.

Expected Learning Outcomes

As a result of this course, participants will demonstrate their ability to:

- Understand the educator's role in protecting and supporting abused or neglected students
- Recognize the symptoms of child abuse and neglect
- Recognize the symptoms of depression and suicidal tendencies in youth, symptoms of child sexual trafficking, and symptoms of substance abuse in relation to child abuse
- Know their state and school district's child abuse reporting procedures
- Understand the causes of abuse and neglect in families and society
- Understand how abuse and neglect affect a child's brain structure and overall development
- Understand the special learning needs these students bring to the classroom
- Gain techniques for supporting students and families affected by abuse or neglect
- Learn intervention techniques applicable to the classroom setting
- Gain a wider knowledge of available outside resources and support systems
- Understand the educator's role in the intervention and prevention of child abuse and neglect
- Understand the concept of disproportionality in child abuse statistics
- Understand the cultural influences on child abuse and neglect
- Be able to determine whether the neglect of a child is due to poverty factors or parental neglect
- Understand how/why children with disabilities are at a higher risk for being abused/neglected
- Understand the concept of disproportionality in child abuse statistics
- Understand the cultural influences on child abuse and neglect
- Be able to determine whether the neglect of a child is due to poverty factors or parental neglect
- Understand how/why children with disabilities are at a higher risk for being abused/neglected

Course Description

This course is designed to help classroom teachers, school counselors, and other educational personnel gain strategies to reach and teach students who have been affected by child abuse or neglect. Participants will learn the signs and symptoms for the three types of abuse (physical, emotional, and sexual) and the four types of neglect (physical, medical, emotional, and educational). Additionally, participants will learn the symptoms of childhood depression, suicidal tendencies, child sexual trafficking, and substance abuse, along with how these issues are tied to child abuse and neglect. Participants will explore how abuse and neglect affect a student's learning, cognitive brain development, and social-emotional development. The short- and long-term consequences of abuse and neglect, as well as the cultural, social and family causes, will be reviewed. The educator's role in the intervention and prevention of child abuse and neglect will be discussed.

The course is divided into four chapters. Each chapter discusses a particular topic of abuse or neglect. The chapters are sequential and should be completed in the order they are presented. At the completion of each chapter, there will be an examination covering the material. Students must complete the examination before proceeding to the next chapter. This course is appropriate for educators seeking training in working with children ages 3–18 years, as well as professionals who work directly with families.

Although this course is a comprehensive presentation of the educational issues surrounding abuse and neglect, there is certainly a wealth of research and topics that are not covered in the scope of this course. The instructor highly recommends that you augment your readings from this course with further research to gain a fuller understanding of the complexities of this subject. However, the material presented in this course will give you a broader understanding of the topic of child abuse and neglect. It will also give you information to apply directly to your work with students in the classroom and community.

Student Expectations

As a student you will be expected to:

- Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Chapter Topics

Chapter One: Introduction, History & Characteristics

This chapter introduces the participant to the course topic through a discussion of the working definitions and the statistical magnitude of the problem of child abuse and neglect. A short history of how child maltreatment has evolved is included, as is a discussion of the educator's role in the

reporting, treatment, and prevention of child abuse and neglect in society. This chapter also discusses the family factors involved in the incidence of child abuse and neglect, including personal factors, cultural influences, and environmental/societal factors. The link between domestic violence and child abuse is discussed. How adverse childhood experiences (ACEs) affect both children and parents is explored. The topic of disproportionality in racial representation in abuse statistics is reviewed.

Chapter Two: Indications & Types of Abuse

This chapter presents the physical and behavioral signs and symptoms of physical and emotional child abuse. It discusses the types of emotional abuse and will define and present the physical and behavioral symptoms of sexual abuse. It also discusses the stages of normal sexual development, in addition to how to handle disclosures of sexual abuse. It includes a discussion about why children with disabilities are abused and neglected at a higher rate than children without a disability.

Chapter Three: Neglect: Types, Causes & Interventions

This chapter discusses the physical and behavioral symptoms of the four types of neglect (physical, medical, emotional, and educational). It includes information about how to distinguish between the influences of poverty vs. actual neglect of a child. The role patterns children of neglect often exhibit and the causes of neglect, including poverty, are presented.

Chapter Four: The Effects of Abuse & Neglect

In this chapter, the long-term effects of child abuse and neglect on a child's social, emotional, and personality development will be discussed. Youth with a history of abuse or neglect are highly susceptible to developing problems in the areas of substance abuse, juvenile delinquency, depression, or becoming a victim of child trafficking. The social and emotional traits of specific age groups of maltreated children will be discussed, as well as the effects of foster placement on the child and family. Also included in the final chapter, the information learned in the previous three chapters is applied specifically to methods for reaching and teaching students who have been abused or neglected. Barriers schools create for families are discussed as well as interventions for meeting the student's physical, cognitive and social-emotional needs at school. The course ends with a discussion of the educator's role in the intervention, treatment, and prevention of child abuse and neglect.

Examinations

At the end of each course chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete

all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may impact your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link. You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.***

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

You must click SAVE before you write another essay or move on to another part of the course.

Journal Article Summations

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D., or similar, on the topic outlined within each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400 word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE before you write another summary or move on to another part of the course.

Facilitator Description

Joan Halverstadt is a retired Special Services Director and School Psychologist/School Counselor. She has 15 years' experience as a school counselor, working with at-risk preschool and elementary aged students. Ms. Halverstadt has 50 years of experience working in early childhood education with children and families, including working with children affected by family issues, abuse, or trauma. She also teaches graduate education counseling and special education courses for teachers and counselors. She received her National Certification and School Psychology Educational Specialist degree from Seattle University, her School Counseling Educational Staff Associate Degree from City University, her Master's in Education Degree from George Mason University, and her BA in Psychology and Elementary Education from Whitman College. Please contact Professor Halverstadt if you have course content or examination questions.

Instructor Description

Pamela Bernards has 30 years of combined experience in diverse PK–8 and high school settings as a teacher and an administrator. In addition to these responsibilities, she was the founding director of a K–8 after school care program and founder of a pre-school program for infants to 4-year-olds. When she was a principal, her school was named a U.S. Department of Education Blue Ribbon School of Excellence. More recently, the school in which she serves as curriculum coordinator was named a 2010 Blue Ribbon School. Areas of interest include curriculum, research-based teaching practices, staff development, assessment, data-driven instruction, and instructional intervention (remediation and gifted/talented). She received a doctorate in Leadership and Professional Practice from Trevecca Nazarene University.

Please contact Professor Halverstadt if you have course content or examination questions.

Contacting the Facilitator

You may contact the facilitator by emailing Professor Halverstadt at joanh@virtualeduc.com or calling her at 509-891-7219, Monday through Friday, 8:00 a.m. – 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to 10 minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists, please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

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Updated 2/19/26 JN



COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the GRADE IS FINAL.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letters will be assigned as follows:

90% to 100%	A
80% to 89%	B
70% to 79%	C
69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions:

- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.
- Course Evaluation: Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.
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After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance.

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