



**COURSE 2:
Challenges and Opportunities in Child Maltreatment Research:
An Introduction to Perspectives, Learnings, and Resources**

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Overview:

This intensive course is designed for trained researchers from multiple disciplines (e.g., public health, social work, behavioral, and social sciences) who are interested in applying their disciplinary expertise to examining topics related to child abuse working. The course content does not assume that participants bring experience in carrying out research in the child maltreatment domain. It will provide basic background on the child abuse problem from multiple perspectives and facilitate cross-disciplinary exploration of controversies and related unanswered research questions, drawing on the recent IOM report and published calls for research.

The class will meet for 15 contact hours over a 5-day period. The class addresses prevention and intervention systems (social service, health, public health, and legal), the role of evidence-based practices, and context as it influences our understanding of the problem and the research questions. Included is information about accessing available data sources, data collection resources, and attention to the ethical issues related to child abuse research. While focusing mainly on the North American research experience, the course provides international perspectives consistent with the widening understanding regarding the scope of the problem and the systems that address it. Each participant will be expected to conduct an in-depth literature review on a topic of interest and outline the design of a study to examine that topic.

Mentoring: In addition to didactic sessions, this course will include intensive mentorship with a senior researcher with experience in child abuse research. Attendees will meet at several points with their mentor to develop the foundations of a research project focused on child maltreatment, and will have the opportunity to continue ongoing consultation with the mentor during and after course completion.

Course learning objectives: As a result of this course, participants will be able to:

1. Define different types of child abuse and neglect;
2. Describe the epidemiology of major child abuse and neglect problems in the US and globally
3. Identify the range of outcomes and consequences both proximal and distal that maltreated children experience
4. Describe the attributes and limitations of selected data resources for conducting child abuse and neglect research;
5. Identify legal/ethical issues associated with the study of child abuse and neglect in the US.

Course Format

Instruction in this course incorporates formal presentations/lectures, intensive in-class discussion and out-of-class assignments. Selected readings and other assignments will be completed for each class. Students **MUST** remain current in their readings and other assignments throughout the course and provide information necessary for the review of their applications. They will be called on to contribute to the discussion of those readings and assignments. Attendance at all sessions is expected.

Evaluation and Grading

Evaluation will be based on the quality of student's participation in the classroom discussions, the quality of the written assignments, and the critiques presented to other students.

The final course grades are assigned as follows:

1. Class participation

45%

Students are expected to give substantive feedback to each other each time an assignment is submitted. This means comments on logic, theory, methods and flow, and clarity of writing -- not just catching typos and making minor editorial points, though those are helpful, too. We expect materials to be posted on time. Grading will take into consideration:

- Attendance (expected at all sessions)
- Submission of all assignments
- Quality of participation in class discussions (substantial and substantive in content) --
Note: we value quality over quantity

2. Daily Written Assignments

55%

At the end of each of the first 4 days, participants will be provided a written instruction regarding a written assignment to consist of a one or two page response to the content of the day's activities. Faculty will grade these sections based on the following criteria:

- Clarity and appropriateness of cited literature
- Clarity and logic of the response
- Degree to which the significance of the issue identified in the response is recognized by the author

Process:

Students will provide their written assignments by the date and time specified in the syllabus below.

Grading rubrics:**Written work:**

Points	Grade	Description of criteria, short papers
90-100	A or A-	All elements present, clearly explained, original ideas, significant and thoughtful questions that demonstrate understanding of issues in readings (quality of ideas and questions differentiates A from A-).
80-89	B-, B, B+	All elements present, explanation clear but lacking originality or careful thought, moderately interesting questions that demonstrate understanding of issues in the readings (quality of ideas and questions differentiates B-, B, B+).
70-79	C-, C, C+	All elements present, limited clarity in thinking or expression, weak questions that demonstrate less than full understanding of issues in the readings (quality of ideas and questions differentiates C-, C, C+).
60-69	D-, D, D+	Elements missing, lack of clarity in thinking or expression, weak questions that do not demonstrate understanding of issues in the readings (quality of ideas and questions differentiates D-, D, D+).
<60	F	No paper turned in on time

Discussion:

Points	Grade	
90-100	A or A-	Attends all classes and actively and respectfully listens to peers & instructor; helps move discussion forward, actively participates in appropriate ways and times with comments that are insightful and demonstrate understanding of key issues and readings.
80-89	B-, B, B+	Attends all classes and actively and respectfully listens to peers & instructor; helps move discussion forward, actively participates in appropriate ways and times with comments that demonstrate basic understanding of material but may be less insightful than those deemed worthy of an A or A-
70-79	C-, C, C+	Attends most or all classes, moderately prepared, listens to peers and instructor, but contributes little to move the conversation forward or demonstrate clear understanding of the material through insightful questions or points in discussion.
60-69	D-, D, D+	Attends most but not all classes, but may not actively participate, arrives with less than adequate preparation by demonstration of knowledge of content and participation in discussion. May participate little and/or contribute comments that do not advance the discussion.
<60	F	Misses a large number of classes or is not fully present during discussion (e.g., distracted by phone or email); projects little interest

		in the material or discussion of peers or instructor, comments reflect little understanding of the material and contribute little to the discussion, seldom participates in meaningful ways.
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