

University of Nebraska-Lincoln
Department of Sociology
Special Topics: Child Abuse & Neglect Soc. 998
Wednesday 2:00-4:35

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Office Hrs: M, W, 11:30-12:30 or appt.

Course Overview:

This seminar will focus on child abuse and neglect and the developmental trajectories of these children and adolescents. We will examine the prevalence of child maltreatment, theories that have been used to explain child abuse and neglect and the outcomes of these trajectories including mental health, physical health, behavioral outcomes, foster care placement, running away, and re-victimization. Although the majority of the research will examine child outcomes (i.e., short-term effects), the long-term effect of early abuse will also be considered. Predictors of children maltreatment as well as gender differences will also be examined along with prevention, treatment, and reporting.

Required Readings:

Required readings for this class will consist of articles and book chapters listed in the schedule of assignments for each week. A copy of each article is available in the department of sociology. You will also be required to search for articles related to class topics beyond those listed here and to present these to the class. You will, of course, also need to read additional sources that you identify for your class paper.

Course Requirements:

The course will be conducted as a seminar. This means thorough preparation and attendance at each class meeting. A participation grade will be assigned to each student based on demonstration of completion of readings, contributions to the class discussion, and overall attendance. Each student will be expected to share leadership of the seminar by being prepared to present and discuss one to two articles per week (may be assigned articles and/or one of your choosing). Articles will be assigned in class for next class session. This will count for 25% of your course grade. Average work for a graduate student is considered “B” work. Average participation means regular attendance, consistent preparation and readiness to present articles, and regular class discussion. An above average grade will be assessed on quality of your presentations. Below average grades will reflect lack of preparedness, or failure to present an assigned article or to bring a related article of your choosing to class.

There will be an in-class essay exam similar to the format you would see on a comprehensive exam (although on a smaller scale). Specific guidelines will be handed out later in the term. This exam will count for 25% of your course grade.

It is expected that each student will prepare a critical literature review (including literature review, theory, hypotheses, etc.) or research paper, which he/she will present during the last week of the semester (this time period may change depending on enrollment). The class paper should be 15-20 pages (both critical review or research paper). The paper must be based significantly on readings and research materials that go beyond the course reading list. First, you will submit a 1-2 page prospectus that outlines the focus of the paper, identifies some key references and, if applicable, describes the data to be used in analyses. The prospectus is **due September 21st**. The complete paper will be worth 35% of your grade.

Each student will serve as a discussant for one of the papers. The discussant will provide both a written (1-2 pages) and oral review of a paper on the day that paper is presented. (A copy of the written portion will be given to both the student and instructor). You need to give your paper to the discussant at least one week prior to the presentation (i.e., prior to **November 23rd**). The role of discussant is worth 10% of your grade. This is an important exercise in professional development.

The final portion of your grade (5%) will involve an oral presentation (about 15 minutes) of the paper to the class. After the presentation, the student will then revise the paper based on the input of the discussant and the class discussion and submit **a final formal copy of the paper due December 7th during class time. No late papers, please.** Papers submitted after this date and time will be heavily penalized (i.e., the drop of at least one letter grade).

Each of the course requirements will make up the following proportions of the final grade:

Overall participation score	25%
In class exam	25%
Discussant role	10%
Paper	35%
Paper Presentation	5%

Disability concerns: If you need an accommodation for a disability for this class, have the Office of Services for Students with Disabilities contact me as soon as possible.

Read the university graduate bulletin regarding your rights and responsibilities as a UNL student.

Schedule of Class Sessions and Reading Assignments

Aug 24 Introduction and Scope of the Problem

Readings

Besharov, D. J. (2005). Overreporting and underreporting of child abuse and neglect are twin problems.

In D. R. Loseke, R. J. Gelles, & M. M. Cavanaugh (Eds.), *Current controversies on family violence* (pp. 285-298). Thousand Oaks, CA: Sage Publications.

Aug 31 Theories

Readings

Bevan, E., & Higgins, D. J. (2002). Is domestic violence learned? The contribution of five forms of child maltreatment to men's violence and adjustment. *Journal of Family Violence*, 17(3), 223-245.

Birns, B. (1988). The mother-infant tie: Of bonding and abuse. In M. B. Straus (Ed.), *Abuse and victimization across the life span* (pp. 9-31). Baltimore, MD: John Hopkins University Press.

Browning, C. R., & Laumann, E. O. (1997). Sexual contact between children and adults: A life course perspective. *American Sociological Review*, 62, 540-560.

Hoffman, K. L., & Edwards, J. N. (2004). An integrated theoretical model of sibling violence and abuse. *Journal of Family Violence*, 19(3), 185-200.

Mennen, F. E., & O'Keefe, M. (2005). Informed decisions in child welfare: The use of attachment theory. *Children and Youth Services Review*, 27, 577-593.

Sept 7 Predictors/Correlates of Child Maltreatment

Readings

Bagley, C., & Mallick, K. (2000). Prediction of sexual, emotional, and physical maltreatment and mental health outcomes in a longitudinal cohort of 290 adolescent women. *Child Maltreatment*, 5(3), 218-226.

Berger, L. M. (2005). Income, family characteristics, and physical violence toward children. *Child Abuse & Neglect*, 29, 107-133.

Faulkner, S. S., & Faulkner, C. A. (2004). Poverty as a predictor of child maltreatment: A brief analysis. *Journal of Poverty*, 8(1), 103-106.

Guterman, N. B., & Lee, Y. (2005). The role of fathers in risk for physical child abuse and neglect: Possible pathways and unanswered questions. *Child Maltreatment*, 10(2), 136-149.

Margolin, G., & Gordis, E. B. (2003). Co-occurrence between marital aggression and parents' child abuse potential: The impact of cumulative stress. *Violence and Victims*, 18(3), 243-258.

Windham, A. M., Rosenberg, L., Fuddy, L., McAFarlane, E., Sia, C., & Duggan, A. K. (2004). Risk of mother-reported child abuse in the first 3 years of life. *Child Abuse & Neglect*, 28, 645-667.

Sept 14 Gender Differences

Readings

Arias, I. (2004). The legacy of child maltreatment: Long-term health consequences for women. *Journal of Women's Health*, 13(5), 468-473.

- Banyard, V., Williams, L. M., & Siegel, J.A. (2004). Childhood sexual abuse: A gender perspective on context and consequences. *Child Maltreatment*, 9(3), 223-238.
- Horwitz, A. V., Spatz Widom, C., McLaughlin, J., & Raskin White, H. (2001). The impact of childhood abuse and neglect on adult mental health: A prospective study. *Journal of Health and Social Behavior*, 42, 184-201.
- Martin, G., Bergen, H. A., Richardson, A. S., Roeger, L., & Allison, S. (2004). Sexual abuse and suicidality: Gender differences in a large community sample of adolescents. *Child Abuse & Neglect*, 28, 491-503.
- Spohn, R. E. (2000). Gender differences in the effect of child maltreatment on criminal activity over the life course. *Families, Crime and Criminal Justice*, 2, 207-231.

Sept 21 Physical and Mental Health Outcomes

Readings

- Bank, L., & Burraston, B. (2001). Abusive home environments as predictors of poor adjustment during adolescence and early childhood. *Journal of Community Psychology*, 29(3), 195-217.
- Cyr, M., Wright, J., McDuff, P., & Perron, A. (2002). Intrafamilial sexual abuse: Brother-sister incest does not differ from father-daughter and stepfather-stepdaughter incest. *Child Abuse & Neglect*, 26, 957-973.
- Johnson, R., Kotch, J. B., Catellier, D. J., Winsor, J. R., Dufort, V., Hunter, W., & Amaya-Jackson, L. (2002). Adverse behavioral and emotional outcomes from child abuse and witnessed violence. *Child Maltreatment*, 7(3), 179-186.
- Kendall-Tackett, K. (2002). The health effects of childhood abuse: Four pathways by which abuse can affect health. *Child Abuse & Neglect*, 26, 715-729.
- Roberts, R., O'Connor, T., Dunn, J., Golding, J., & The ALSPAC Study Team. (2004). The effects of child sexual abuse in later family life; mental health, parenting and adjustment of offspring. *Child Abuse & Neglect*, 28, 525-545.

Tubman, J. G., Montgomery, M. J., Gil, A. G., & Wagner, E. F. (2004). Abuse experiences in a community sample of young adults: Relations with psychiatric disorders, sexual risk behaviors, and sexually transmitted diseases. *American Journal of Community Psychology*, 34(1/2), 147-162.

Sept 28 Behavioral Outcomes

Readings

Bolger, K. E., & Patterson, C. J. (2001). Developmental pathways from child maltreatment to peer rejection. *Child Development*, 72, 549-568.

Brezina, T. (1998). Adolescent maltreatment and delinquency: The question of intervening processes. *Journal of Research in Crime and Delinquency*, 35(1), 71-99.

Ireland, T. O., Smith, C. A., & Thornberry, T. P. (2002). Developmental issues in the impact of child maltreatment on later delinquency and drug use. *Criminology*, 40(2), 359-399.

Luster, T., & Small, S. A. (1997). Sexual abuse history and problems in adolescence: Exploring the effects of moderating variables. *Journal of Marriage and the Family*, 59, 131-142.

Moran, P. B., Vuchinich, S., & Hall, N. K. (2004). Associations between types of maltreatment and substance use during adolescence. *Child Abuse & Neglect*, 28, 565-574.

Oct 5 Foster Care

Readings

Benedict, M. I., Zuravin, S., Brandt, D., & Abbey, H. (1994). Types and frequency of child maltreatment by family foster care providers in an urban population. *Child Abuse & Neglect*, 18(7), 577-585.

Chernoff, R., Combs-Orme, T., Risley-Curtiss, C., & Heisler, A. (1994). Assessing the health status of children entering foster care. *Pediatrics*, 93(4), 594-601.

Litrownik, A. J., Newton, R., Mitchell, B. E., & Richardson, K. K. (2003). Long-term follow-up of young children placed in foster care: Subsequent placements and exposure to family violence. *Journal of Family Violence*, 18(1), 19-28.

Simms, M. D., Dubowitz, H., & Szilagy, M.A. (2000). Health care needs of children in the foster care system. *Pediatrics*, 206, 909-917.

Stovall, K. C., & Dozier, M. (1998). Infants in foster care: An attachment theory perspective. *Adoption Quarterly*, 2(1), 55-88.

Taussig, H. N. (2002). Risk behaviors in maltreated youth placed in foster care: A longitudinal study of protective and vulnerability factors. *Child Abuse & Neglect*, 26, 1179-1199.

Oct 12 Running Away

Readings

Janus, M. D., Archambault, F. X., Brown, S. W., & Welsh, L. A. (1995). Physical abuse in Canadian runaway adolescents. *Child Abuse & Neglect*, 19, 433-447.

MacLean, M. G., Embry, L. E., & Cauce, A. M. (1999). Homeless adolescents' paths to separation from family: Comparison of family characteristics, psychological adjustment, and victimization. *Journal of Community Psychology*, 27(2), 179-187.

Powers, J. L., Eckenrode, J., & Jaklitsch, B. (1990). Maltreatment among runaway and homeless youth. *Child Abuse & Neglect*, 14, 87-98.

Savin-Williams, R. C. (1994). Verbal and physical abuse as stressors in the lives of lesbian, gay male, and bisexual youths: Associations with school problems, running away, substance abuse, prostitution, and suicide. *Journal of Consulting and Clinical Psychology*, 62, 261-269.

Tyler, K. A., Hoyt, D. R., Whitbeck, L. B., Cauce, A. M. (2001). The impact of childhood sexual abuse on later sexual victimization among runaway youth. *Journal of Research on Adolescence*, 11(2), 151-176.

Warren, J. K., Gary, F., & Moorhead, J. (1994). Self-reported experiences of physical and sexual abuse among runaway youths. *Perspectives in Psychiatric Care*, 30, 23-28.

Oct 19 Re-Victimization

Readings

Arata, C. M. (2000). From child victim to adult victim: A model for predicting sexual revictimization.

Child Maltreatment, 5(1), 28-38.

Desai, S., Arias, I., Thompson, M. P., Basile, K. C. (2002). Childhood victimization and subsequent adult revictimization assessed in a nationally representative sample of women and men. *Violence and Victims*, 17(6), 639-653.

Grauerholz, L. (2000). An ecological approach to understanding sexual revictimization: Linking personal, interpersonal, and sociocultural factors and processes. *Child Maltreatment*, 5(1) 5-17.

Krahe, B., Scheinberger-Olwig, R., Waizenhofer, E., & Kolpin, S. (1999). Childhood sexual abuse and revictimization in adolescence. *Child Abuse & Neglect*, 23(4), 383-394.

Rich, C. L., Combs-Lane, A. M., Resnick, H. S., & Kilpatrick, D. G. (2004). Child sexual abuse and adult sexual revictimization. In L J. Koenig et al. (Eds.), *From child sexual abuse to adult sexual risk: Trauma, revictimization, and intervention* (pp. 49-68). Washington, DC.: American Psychological Association.

West, C. M., Williams, L. M., & Siegel, J. A. (2000). Adult sexual revictimization among black women sexually abused in childhood: A prospective examination of serious consequences of abuse. *Child Maltreatment*, 5(1), 49-57.

West, C. M., Williams, L. M., & Siegel, J. A. (2000). Adult sexual revictimization among black women sexually abused in childhood: A prospective examination of serious consequences of abuse. *Child Maltreatment*, 5(1), 49-57.

Maltreatment, 5(1), 49-57.

Oct 26 Open Topic Week

Readings

- To Be Announced

Nov 2 Prevention, Treatment, & Reporting

Readings

Finkelhor, D. (2005). The main problem is underreporting child abuse and neglect. In D. R. Loseke, R. J. Gelles, & M. M. Cavanaugh (Eds.), *Current controversies on family violence* (pp. 299-310).

Thousand Oaks, CA: Sage Publications.

- Gelles, R. J. (2005). Protecting children is more important than preserving families. In D. R. Loseke, R. J. Gelles, & M. M. Cavanaugh (Eds.), *Current controversies on family violence* (pp. 329-340). Thousand Oaks, CA: Sage Publications.
- Marmelstein Blackwell, L., Lynn, S. J., Vanderhoff, H., & Gidycz, C. (2004). Sexual assault revictimization: Toward effective risk-reduction programs. In L. J. Koenig et al. (Eds.), *From child sexual abuse to adult sexual risk: Trauma, revictimization, and intervention* (pp. 269-295). Washington, DC.: American Psychological Association.
- Plummer, C. A. (2005). Child sexual abuse prevention is appropriate and successful. In D. R. Loseke, R. J. Gelles, & M. M. Cavanaugh (Eds.), *Current controversies on family violence* (pp. 257-270). Thousand Oaks, CA: Sage Publications.
- Reppucci, N. D., Haugaard, J. J., & Antonishak, J. (2005). Is there empirical evidence to support the effectiveness of child abuse prevention programs? In D. R. Loseke, R. J. Gelles, & M. M. Cavanaugh (Eds.), *Current controversies on family violence* (pp. 271-284). Thousand Oaks, CA: Sage Publications.
- Wexler, R. (2005). Family preservation is the safest way to protect most children. In D. R. Loseke, R. J. Gelles, & M. M. Cavanaugh (Eds.), *Current controversies on family violence* (pp. 311-327). Thousand Oaks, CA: Sage Publications.

- Nov 9 In House Exam**
- Nov 16 ASC Meetings –No Official Class! Papers to Discussants if ready!**
- Nov 23 Thanksgiving Break – No Class!!! Papers to Discussants this week!**
- Nov 30 Paper Presentations and Discussants**
- Dec 7 Papers Due During Class Time – Final Class – Pot Luck**
- Dec 14 No Exam – Papers will be handed back some time this week.**