



CCJS 498K CHILD ABUSE INVESTIGATIONS Fall 2025

FALL 2025

REQUIRED READINGS

Instructor: Louis Morlier, LCSW-C

Contact Info: email preferred lm14@umd.edu (please use CCJS498K in the Subject Line)

Office Hours: By appointment

Meeting Information: This is a HYBRID course. Meetings will be held on Tuesdays from 12:30pm to 1:45pm in Room III-3225

Course Description

This course provides knowledge about the nature, causes, and societal responses to child abuse. The course is intended to discuss child abuse from the perspective of multiple disciplines, including social science and public policy. The specific topics of physical, psychological, and sexual abuse, internet exploitation, and child pornography will be analyzed in depth.

* Understanding Child Abuse and Neglect (10th ed.)
Pearson. ISBN020539969X

*ELMS—additional readings will be required and available on ELMS

Course Objectives

1. Discuss child abuse in its historical, legal, economic, political and social contexts.
2. Identify the scope of the problem, different forms of child abuse in the United States and the different interventions involved at all levels.
3. Discuss the dynamics of child abuse in order to understand the relationship between offenders, victims, and observers.
4. Examine the roles of government, the community and individual actors in addressing the problem.
5. Compile strategies that have proven effective in intervention and prevention.

Course Requirements and Evaluation

This is an upper-level course. A typical week in this course will involve the student completing the assigned readings and completing components of the Communication Fellows Program assignments (see below). On the fifth, tenth, and last week of the course, students will complete an online, multiple-choice quiz. Those readings which are not chapters in your text will be provided by the instructor.

The class will meet each Tuesday from 12:30pm to 1:45pm.

Communication Fellows Program

This course will be participating in Communication Fellows Program. The USG Macklin Center for Leadership and Communication partners with USG academic programs through the Communication Fellows Program. Students who have completed the targeted class are recommended by their program directors to apply to support peers in a communication-intensive class. Fellows are trained and supervised throughout the semester by the Macklin coordinator. Fellows meet twice during the semester with their assigned students to discuss the assignments. Students will be matched with an appropriate fellow by providing specific information about their academic needs and availability.

Students will complete two assignments during the course as part of the Fellows Program. Students should view this process as an additional resource to help them complete assignments which are a large percentage of the course grade. Students will be assigned a fellow at the beginning of the course and will meet with the fellow throughout the course. Students will be able to access the assigned fellow through email for questions about the process.

Quizzes

Students will complete three online quizzes during this course. The quizzes are multiple choice and time limited once the student begins taking the quiz. Quiz weeks are identified in the course schedule in this syllabus. Students are not required to come to class during quiz weeks.

Course Grades

The course grade will be assessed as follows:

Participation	20%
Fellows Projects (2)	50%
Quiz One	10%
Quiz Two	10%
Quiz Three	10%
TOTAL:	100%

Grade Distribution

A+ 97% + A 96% and 93% A- 92% to 90%

B+ 89% to 87% B 86% to 83% B- 82% to 80%

C+ 79% to 77% C 76% to 73% C- 72% to 70%

D+ 69% to 67% D 66% to 63% D- 62% to 60%

F Less than 60%

Course Policies

Attendance and Make-Up Policy

Opportunities to make-up missed in-class work will only be given in cases of excused absences and official documentation is required. Exams and assignments are considered to be Major Scheduled Graded Events and therefore the new University medical excuse policy which allows one student signed honor statement attesting to illness does not apply to them. Excused absences are: illness with a doctor's note, death in the immediate family, required school activities and required court appearance. If the doctor will not write you a note, you will need to get a copy of your medical record from them to verify your illness. By law, you are entitled to get a copy of this and it is your responsibility to do so. I must be notified in person or by phone or by e-mail PRIOR to missing an in-class assignment for me to consider giving you a makeup. If you know you will not be online for course work by the date an assignment is due for an excused reason, it is your responsibility to turn in the work PRIOR to the due date.

Grade Disputes

All grades will be posted on ELMS. If you have any concerns or issues regarding a grade and would like to discuss it with me or have it reviewed, please contact me **within 48 hours of receiving the grade**. I will not discuss grade disputes after this time.

Life happens and sometimes for various reasons material can be challenging. Should you feel overwhelmed or frustrated and are worried that your grades are suffering, please contact me. It is better to tackle the problem at the earliest possible moment and find a solution that will most benefit you.

Classroom Code of Conduct

You are expected to adhere to the Code of Student Conduct.

Absences due to Religious Observances

Students are expected to notify me within the first two weeks of class if they intend to be absent for a class or announced examination due to a religious observance. Reasonable opportunities to make-up any work missed will be provided.

Students with Disabilities

Students with disabilities are responsible for registering with Disabilities Services (DSS) in order to receive academic accommodations. Students who intend to receive accommodations during the semester, should provide me with a letter from DSS within the first two weeks of class. Further, you need to remind me of accommodation requests at least five business days prior to needing the accommodation.

Academic Dishonesty

Academic Dishonesty of any form will absolutely NOT be tolerated. Academic dishonesty encompasses the traditional behavior such as cheating on exams and assignments, giving false statements, etc., but also includes activities such as possessing and/or reviewing previous semester's exams and computer assignments. Additionally, students will be asked to write the University approved Honor Pledge on each exam and project. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>

Copyright Notice

*Legally, course materials such as written or recorded lectures and Power Point presentations are copyright protected and the ability to copy and distribute course materials unless it is for personal use and with instructor's permission is **illegal**.*

The content that I provide and course materials I create are protected by federal copyright law as my original works. My lectures are delivered from written lectures in order to ensure copyright protection. You are permitted to take notes and use course materials but please do not record my lectures, reproduce or distribute notes of lectures or my materials or make any commercial use of them without my express consent. I will provide "shells" of my lectures so you may take notes and fill in gaps during our sessions together. If you have any questions or concerns please let me know.

Course Evaluation

Your feedback about this course is very important to me and therefore we do several forms of evaluations throughout this semester. One important campus-wide evaluation is the online evaluation at the end of the semester. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations.

University Policies

Please see <https://www.ugst.umd.edu/courserelatedpolicies.html> for additional university policies.

Lecture, Exam and Assignment Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading and Due Dates</u>	<u>Fellows Program Schedule</u>
9/2	Colloquium	Readings in Canvas	Complete Online Survey
9/9	Child abuse in Historical Perspective	Chapter One of the Text	
9/16	Child Abuse in Developmental Perspective	Chapter Three of the Text	
9/23	Child Abuse and Social Policy	Readings in Canvas	Draft of First Assignment Due to Fellow Coordinator
9/30	Family Court and Court Intervention	Chapter Ten of the Text	Meeting Window with Fellow
10/7		Quiz One will be available TUESDAY October 7th from 12:00pm to 11:59pm	
10/14		*Fall Break No Class*	
10/21	Child Physical Abuse	Chapter Five of the Text	First Assignment Final Draft Due to Professor
10/28	Child Neglect	Chapter Four of the Text	
10/31	Child Sexual Abuse	Chapter Six of the Text	Draft of Second Assignment Due to Fellows Coordinator
11/4		Quiz Two will be available TUESDAY November 4th from 12:00pm to 11:59pm	
11/11	Child Exploitation	Readings in Canvas	Meeting Window with Fellow
11/18	Child Abuse and the Criminal Justice System	Chapter Eleven of the Text	
11/25	Child Advocacy and Multidisciplinary Teams	Readings in Canvas	
12/2	Trauma and Recovery	Readings in Canvas	Second Assignment Final Draft Due to Professor
12/9		Quiz Three will be available DURING EXAM WEEK	Complete Mandatory Post Survey

***Additional readings may be assigned periodically and will be posted on ELMS with at least one week's notice. I will do my best to remain faithful to the schedule although some changes may be necessary as we move through the semester.

Fellows Project One

Due October 21st

Students will complete a 10-12 page research paper, APA format, discussing the role of the family in preventing or perpetuating child abuse. Students are free to use any articles available on the course website in Canvas as references. Students are encouraged to use Routine Activities Theory as an overarching framework for their analysis but are not required to do so. Students are expected to locate, analyze, and reference no less than 10 peer-reviewed or government/non-profit published sources in their final product.

Fellows Project Two

Due December 2nd

Students will complete a 10-12 page research paper, APA format, focusing on a particular type of child abuse. Examples include but are not limited to: Munchausen by Proxy, Shaken Baby Syndrome, Child Sexual Abuse (Hint: Child Sexual Abuse Accommodation Syndrome), burn injuries in children as a form of physical abuse, Battered Child Syndrome, Mental Injury, and Medical Neglect. Students are free to use any articles available on the course website in Canvas as references. Students are encouraged to use social psychological theories such as Cognitive Dissonance and Frustration/Aggression theory in their analysis but are not required to do so. Students are expected to locate, analyze, and reference no less than 10 peer-reviewed or government/non-profit published sources in their final product.