



COURSE SYLLABUS

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COURSE: CAS 110 PERSPECTIVES ON CHILD MALTREATMENT AND ADVOCACY

HOURS: Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

COURSE DESCRIPTION:

This course covers the critical examination of child maltreatment and advocacy. Emphasis is placed on the history, comparative perspectives, legal framework, responses to child maltreatment, pertinent issues in maltreatment and advocacy. Upon completion, students should be able to apply the knowledge and skills necessary for recognition and advocacy on behalf of child victims.

PREREQUISITE(S): None

COREQUISITE(S): None

TEXTBOOK(S) & OTHER SPECIAL REQUIREMENTS:

OER – Open Educational Resources

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

1. Discuss professional roles and responsibilities. Evaluate child maltreatment prevention programs and their practices to help prevent child abuse and neglect.
2. Describe the Four Realms of ACEs and the different levels at which trauma can impact children over the life course.
3. Evaluate the legal responsibilities of mandated reporters.
4. Describe the differences between the learning brain and the survival brain and how it relates to trauma.
5. Evaluate the different types of child maltreatment.

CAST Content Trauma Notification

Students should be aware that the materials, content, and learning environment of a CAST course will address topics that center around preventing, detecting, and responding to child abuse. As such, content presented in this course will be focused on child abuse events and best practices to investigate and mitigate such circumstances in a professional capacity. That being stated, the subject matter could evoke thoughts, feelings or attitudes associated with learner lived experiences and possible traumatic or [complex trauma](#) histories as a result. Moreover, exposure to such intense subject matter could likewise create a situation where [secondary traumatic stress](#) could develop and impact the learner's emotional, physical, and academic well-being. To mitigate these challenges to past experience triggering and stress manifestation, please work with me to develop a self-care plan or engage in on-campus resources to address self-care needs as appropriate. *Please see ICR (Instructor Course Requirements) for available campus resources.* If a subject area or content element could be of concern for you on these grounds, please contact me in advance to discuss accommodations as applicable.

*****Please refer to the online version of the Richmond Community College Program & Course Catalog and the Student Handbook for current academic and general policies.**