

Course Schedule

Important: **ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Course Outline for details

Module	Textbook Readings	Activities and Assignments	Due Date	Weight (%)
Module 01: Pre-Course Activities - Week 01 <i>Note: this module's activities must be completed to gain access to the rest of the course.</i>	None	Pre-Course Activity <ul style="list-style-type: none"> • Part A: Personal Entry 1 • Part B: Attitude Checklist • Part C: Child Maltreatment Pre-Course Questionnaire • Part D: Student Profile and Questionnaire • Part E: Introduce Yourself 	Tuesday, September 12, 2023 at 11:55 PM	Ungraded
Module 02: Introduction, Historical Perspectives, and Child Welfare History - Week 02	Chapters 1 and 2	Groups for Case Study Discussions will be created by Technical Support	Check after Thursday, September 14, 2023 at 4:30 PM	
Module 03: Definition and Statistics of Child Abuse - Week 03	Chapters 1 and 2	Personal Entry 2: Defining Child Maltreatment	Tuesday, September 19, 2023 at 11:55 PM	Ungraded
Module 04: Early Developmental and Attachment Issues - Week 04	Chapters 3 and 9	Case Study Discussion 1: Pregnancy Issues - Start-up Post	Tuesday, September 19, 2023 at 8:00 AM	7%
		Case Study Discussion 1: Pregnancy Issues - Wrap-up Post	Monday, September 25, 2023 at 11:55 PM	
Module 05: The Sexual Abuse of Children - Week 05	Chapters 6, 7, and 14	Assignment 1 Part A: Topic Selection	Tuesday, October 3, 2023 at 11:55 PM	Ungraded
		Assignment 2 Part A: Topic Selection	Tuesday, October 3, 2023 at 11:55	Ungraded

			PM	
Reading Week (Saturday, October 7, 2023 to Sunday, October 15, 2023)				
Module 06: The Neglect And Physical, Psychological, And Emotional Abuse of Children - Week 06	Chapters 4, 5, 12 and 13	Case Study Discussion 2: Impact of the Economy on Children and Families - Start-up Post	Tuesday, October 3, 2023 at 8:00 AM	8%
		Case Study Discussion 2: Impact of the Economy on Children and Families - Wrap-up Post	Monday, October 16, 2023 at 11:55 PM	
Module 07: Extrafamilial Child Maltreatment, Misuse, and Exploitation - Week 07	Chapter 8			
Module 08: Reporting and Investigation of Child Maltreatment - Week 08	Chapters 10 and 11	Case Study Discussion 3: The Role of Police and Children's Aid Society - Start-up Post	Tuesday, October 24, 2023 at 8:00 AM	7%
		Case Study Discussion 3: The Role of Police and Children's Aid Society - Wrap-up Post	Monday, October 30, 2023 at 11:55 PM	
Module 09: Substitute Care and Other Strategies - Week 09	Chapter 15			
Module 10: Adults Abused as Children - Week 10	Chapter 16	Assignment 1 Part B: Reaction Paper	Tuesday, November 7, 2023 at 11:55 PM	14%
Module 11: Prevention - Week 11	Chapter 17			
Module 12: Facing the Future, Conclusions, and Research Needs - Week 12	Chapter 17	Assignment 2 Part B: Integrative Essay	Tuesday, November 28, 2023 at 11:55 PM	24%
Final Examination				40%

Note:

- Chapters and Modules are not necessarily in natural sequence. Follow the above Course Schedule to work through the Chapters and Modules as you complete the Weekly Readings and gather of concrete material for your Group Discussions, Assignments, and Final Exam.
- It is assumed that with the Instructors approval for Assignment #1 and Assignment #2, you will continue collecting appropriate material from your course package in order for you to complete Assignment #1 and Assignment #2 in the stated due dates in the Course Schedule.

Contact Information

Announcements

You are expected to check **Announcements** on the **Course Home** page on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

Discussions

Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above. A [General Discussion](#) topic has been made available to allow you to communicate with your peers in this course. Your instructor may drop in at this discussion topic.

Contact Us

Who and Why	Contact Details
<p>Instructor and TA</p> <ul style="list-style-type: none"> Course-related questions (e.g., course content, deadlines, assignments, etc.) Questions of a personal nature 	<p>Academic issues can be directed to your instructor.</p> <p>Instructor: Professor Dale T. Payne dtpayne@uwaterloo.ca +1 613 273 5645 Office hours: 11:00 AM - 9:00 PM during the week; after 12 noon on the weekends.</p> <p>Your instructor will try to check email daily. You should expect an answer to a question by email within 24 hours.</p>
<p>Technical Support, Centre for Extended Learning</p> <ul style="list-style-type: none"> Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>IST Knowledge Base: For Students</p>
<p>Learner Support Services, Centre for Extended Learning</p> <ul style="list-style-type: none"> General inquiries Examination information 	<p>Student Resources</p> <p>extendedlearning@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p>

Course Description and Learning Objectives

Description and Objectives of Child Maltreatment: Identification and Prevention

The objectives of this course are to provide an understanding of the dimensions and causes of child maltreatment, to develop skills identifying cases of this social problem and to explore current methods of management and treatment of persons involved in child maltreatment situations.

This online course was developed by Dale Payne, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.

About the Course Author

Course Author—Dale Thomas Payne, B.A., M.S.W.



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Social Development Studies
Renison University College

Professor Payne received his B.A. from Sir George Williams University, Montreal, Quebec in 1965. He attended Graduate Studies at McGill University, Montreal, Quebec, and Queen's University, Kingston, Ontario. He received his M.S.W. degree from Wilfrid Laurier University, Waterloo, Ontario in 1971.

Clinical and consultation experience includes work involvement at the Frontenac County Children's Aid Society, Kingston YM/YWCA (Program Director), Kingston Psychiatric Hospital, Kingston (Men's and Women's Federal), Joyceville, and Collin's Bay Penitentiaries. He has worked as a Psychiatric Social Worker at the Community Mental Health Clinic (now Trellis), Guelph, Ontario since 1971 and he was the Director of Social Work at C.M.H.C. from 1979 to 1989. During his tenure in Guelph he served on numerous committees and boards of the community including the Children's Steering Committee, the District Health Council and the Community Advisory Committee of the Guelph and District Social Planning Council. Professor Payne is the past-chairman of the Wellington County Community Child Abuse Committee. He is also the co-founder of Stonehenge Therapeutic Communities, a treatment center for drug addiction and was instrumental in setting up travelling psychiatric clinics in Wellington County (now building centred clinics).

Professor Payne taught several courses at the Department of Family Studies, University of Guelph including Group Dynamics and Family Functioning, Family Theory and Principles of Mental Health. At Renison University College, where he is an Adjunct Assistant Professor, he has taught courses on Social Problems, Family Therapy, Group Dynamics, Introduction to Social Work, Child Abuse, Family Violence, Child Abuse Issues and Principles of Mental Health, and Advanced Integrative Seminars on Child Abuse and Family Violence. He was also a member of the Divisional Council of the Faculty of Social Work, Wilfrid Laurier University, and was a Field Teacher with graduate students of social work from Wilfrid Laurier University for more than four decades as an Associate Practicum Professor at WLU Faculty of Social Work. In addition, he has operated a Private Practice with individual and corporate clients.

Professor Payne's academic achievements include winning the Exceptional Contribution Award for Field Instruction in the M.S.W. Program Faculty of Social Work, Wilfrid Laurier University, and was the recipient of the prestigious Distinguished Teacher Award at the University of Waterloo.

Professor Payne lives in Perth Road, Ontario. He is married to Sandra Payne, a retired professional teacher of children. Daughter Krista graduated from Queen's University in the Spring of 1988 and Graduate Studies at McGill University, Montreal, PQ, in the Spring of 1991. She now works at [Evidera](#) as Vice President and General Manager, Late Phase Studies, Real-World Evidence.

Son Dean graduated from Honours, Communication Studies, Brock University, St. Catharines, Ontario in the Spring of 1994. Dean is a successful entrepreneur, owner, and CEO of [BC BikeRace](#) in Vancouver, B.C. Professor Payne has enjoyed amateur photography and he has found time for carpentry and masonry at his home, plus quality time with grandchildren Olivia and Jonathan.

Dale Payne—Our Distinguished Teacher



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Renison faculty member Dale Payne is a teacher with a mission. He notes that his mission was shaped by one of his early teaching experiences. "When I started teaching (at Guelph, in the Family Studies Program.), I had 4th year honours students who had never said a word in class during their whole university career. And these were bright, high-achieving students. From that moment I knew that helping students develop verbal and written and computer skills would be a major focus of my teaching, and in fact I developed a successful, special course teaching individual and group interaction called 'Group Dynamics and Family Functioning'".

The University of Waterloo recognized the value of that approach by awarding Dale Payne the coveted Distinguished Teacher Award. Dale said he's still "jumping in the air" over receiving the award. He has a reason to be proud of the honour - as does Renison. A number of Renison faculty have been nominated for the award over the years, but Dale was the first to receive it.

As a former part-time instructor in Social Work, Dale credits Renison for adding rich variety to his teaching career. During those years, he taught almost every social work course at the University. He has taught on campus as well as off campus in every location where Renison offered courses. He designed and taught several of these courses through UW's Distance Education (now Centre for Extended Learning - CEL) programme. Additionally, he taught at the University of Guelph as well as at WLU, where he continues as an Emeritus Associate Practicum Professor in the Faculty of Social Work.

But as Dale well knows, it is not an impressive resume that makes for an award-winning teacher. It is the quality of the interaction with students. "In my teaching I try to focus on the process - on establishing human relationships with and among the students," he says. "That way, some of the defenses against sharing and participating can be overcome. In a comfortable atmosphere, a teacher can bring out 'the little professor' in each student, encouraging them to discuss issues and feel confident in doing so - and thus, learning to be a critical, interactional, and interdependent student and future worker in the field of human helping."

Dale says that active participation in his courses helps students learn social work theory. But it also nurtures verbal, written and computer skills so important to social work. "Theory and Practice go hand in hand," he notes.

Dale's career history is itself a prime example of the combination of theory and practice. In addition to teaching he has been a practising social worker since 1965. His resume includes work at the Children's Aid Society, Grand River Hospital, and Trellis (formerly the Community Mental Health Clinic in Guelph), where he was Director of Social Work from 1979 to 1989. He was a counsellor with the Woolwich Interfaith Counselling Centre from 1990 for several years, and also has a private counselling/therapy practice with includes corporate clients as well as individuals and families.

Dale is specially appreciative of the opportunities that Renison has given him over the years. "I love the variety of students and the chance to teach off-campus and CEL students right in the community. Renison was ahead of its time in its efforts to bring the university to the community. And its many part-time faculty are a strength of the College, bringing the world and life onto the University campus every day."

He also sees the Renison community as one of the most significant initiatives of the Anglican Church. "On campus, the church is involved with students in a practical way. What better way is there to be involved with young people - and to practice spirituality than to have a presence at the University? How else can the Church ensure its future?" he asks.

In between teaching and counselling, Dale and his wife Sandra, a retired teacher have made practical arrangements for their own future. They have built a stone house north of Kingston to enjoy their retirement. "It's very hands-on, a labour of love," says Dale. That seems a fitting description of Dale Payne's entire career.

Materials and Resources

Textbooks

Required

1. Crosson-Tower, Cynthia. *Understanding Child Abuse and Neglect*. 10th Ed; Hoboken, NJ; Pearson, 2021.

For textbook ordering information, please contact the [W Store | Course Materials + Supplies](#).

For your convenience, you can compile a list of required and optional course materials through [BookLook](#) using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

Course Reserves

[Course Reserves for Students](#) are used in this course. Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

Resources

- Library services for [Co-op students on work term and students taking online courses](#)

Grade Breakdown

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Pre-Course Activity	Ungraded
Personal Entry 2: Defining Child Maltreatment	Ungraded
Case Study Discussions	22%
Assignment 1: Reaction Paper	14%
Assignment 2: Integrative Essay	24%
Final Exam	40%

Official Grades

Official Grades and Academic Standings are available through [Quest](#)  .

University Policies

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](http://www.worldtimeserver.com/convert_time_in_CA-ON.aspx) (http://www.worldtimeserver.com/convert_time_in_CA-ON.aspx).

Short-Term Absences

Review the University of Waterloo's [Accommodations](http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) (<http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations>) policy for more details.

Additionally, undergraduate students have the option to self-declare a short-term absence during the formal lecture period by following the [Undergraduate student short-term absences](https://uwaterloo.ca/registrar/current-students/undergraduate-student-short-term-absences) (<https://uwaterloo.ca/registrar/current-students/undergraduate-student-short-term-absences>) process outlined by the Registrar's Office.

Please follow the instructions above and contact your instructor for applicable accommodations.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Undergraduate Academic Integrity Module](https://uwaterloo.ca/library/research-supports/academic-integrity/undergraduate-academic-integrity-module) (<https://uwaterloo.ca/library/research-supports/academic-integrity/undergraduate-academic-integrity-module>) and graduate students should see the [Graduate Academic Integrity Module](https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/graduate-students-and-academic-integrity) (<https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/graduate-students-and-academic-integrity>), website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](http://uwaterloo.ca/academic-integrity/). (<http://uwaterloo.ca/academic-integrity/>).

Turnitin

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

[Turnitin® at Waterloo](https://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitinr-waterloo) (<https://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitinr-waterloo>).

Discipline

A student is expected to know what constitutes [academic integrity](http://uwaterloo.ca/academic-integrity/) (<http://uwaterloo.ca/academic-integrity/>) to avoid committing an academic offence, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>). For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>).

Appeals

A decision made or penalty imposed under [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>), (other than a petition) or [Policy 71 - Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>), may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72 - Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>).

Grievance

A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>), Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Final Grades

In accordance with [Policy 46 - Information Management](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policies/policy-46-information-management) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policies/policy-46-information-management>), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](https://uwaterloo.ca/quest/) (<https://uwaterloo.ca/quest/>) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

[AccessAbility Services](https://uwaterloo.ca/accessability-services/) (<https://uwaterloo.ca/accessability-services/>), located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](http://www.ontario.ca/laws/statute/05a11) (<http://www.ontario.ca/laws/statute/05a11>) are guided by University of Waterloo accessibility [Legislation](https://uwaterloo.ca/human-resources/accessibility/legislation) (<https://uwaterloo.ca/human-resources/accessibility/legislation>) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](http://www.w3.org/TR/WCAG20/) (<http://www.w3.org/TR/WCAG20/>). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Accessibility at D2L](http://www.d2l.com/accessibility/standards/) (<http://www.d2l.com/accessibility/standards/>).

Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](https://uwaterloo.ca/information-systems-technology/about/policies-standards-and-guidelines/campus-computing-and-network/guidelines-use-waterloo-computing-and-network-resources) (<https://uwaterloo.ca/information-systems-technology/about/policies-standards-and-guidelines/campus-computing-and-network/guidelines-use-waterloo-computing-and-network-resources>).

Copyright Information

UWaterloo's Web Pages

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Other Sources

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If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca (<mailto:extendedlearning@uwaterloo.ca>).

University of Waterloo

[Credits and Copyright \(/d2l/common/dialogs/quickLink/quickLink.d2l?ou=930217&type=content&rCode=uWaterloo-460859\)](#)