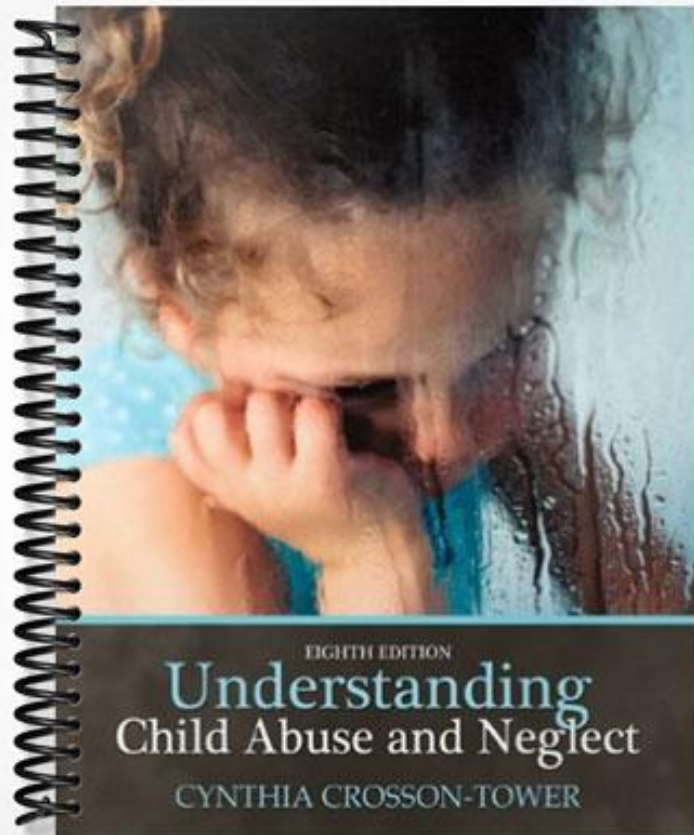


**TEST BANK**



EIGHTH EDITION

**Understanding**  
Child Abuse and Neglect

CYNTHIA CROSSON-TOWER

# **Instructor's Manual and Test Bank**

*for*

## **Understanding Child Abuse and Neglect Eighth Edition**

Cynthia Crosson-Tower  
Harvest Counseling and Consultation

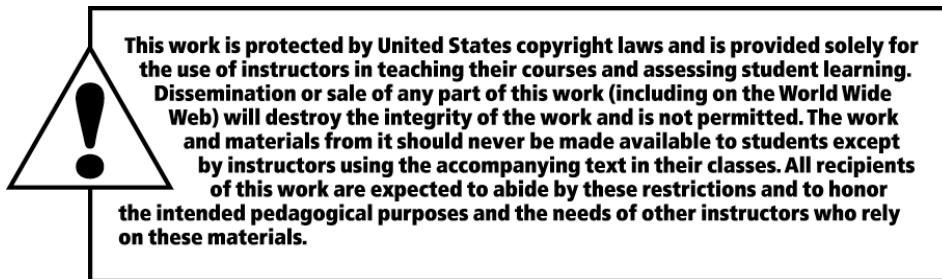
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## Here are some other great resources that accompany this text!



MyHelpingKit is an online supplement that offers book-specific learning objectives, chapter summaries, flashcards and practice tests as well as video clips and activities to aid student learning and comprehension.

MyHelpingKit comes free when packaged with *Understanding Child Abuse and Neglect, 8<sup>th</sup> edition*. Contact your local Pearson representative for more details ([www.pearsonhighered.com/relocator](http://www.pearsonhighered.com/relocator)).

You can also order directly with the bookstore, just provide them with **ISBN: 0205752330**.

### **NEW! PowerPoint Slides**

Due to the enormous amount of requests, we've developed PowerPoint Slides for this edition of Cynthia Crosson-Tower's *Understanding Child Abuse and Neglect, eighth edition*. To access these slides, please visit: <http://www.pearsonhighered.com>. **Search ISBN: 0205773710**. You will need to register with Pearson's Instructor Resource Center. If you already have an account, log in and download!

# INTRODUCTION

*Understanding Child Abuse and Neglect* was born out of many years of working with maltreated children and their families, as well as training professionals and teaching future professionals, about the experiences they would face when they entered the field of protective services.

Protective service work is not easy, nor is teaching the concepts that prepare students to be future professionals in the field. For this reason, I am including an instructor's manual to enhance the latest edition of the text. My hope is that it will provide you, the instructor, with additional resources to help make your job easier.

The text is organized with background material, such as the historical perspective on child maltreatment, the role of a family in today's society, and how development is affected by maltreatment setting the scene for the discussion of various types of abuse and neglect.

The discussion of types of abuse begins with neglect, then covers physical abuse, sexual abuse, and emotional or psychological maltreatment. These chapters are followed by a series of chapters that describe the intervention and treatment process, both in the home and in those setting that involve the use of substitute care. The next chapter then examines adult survivors of maltreatment.

Although the placement of this chapter was designed to insure that the discussion of the development of the individual would go logically from childhood to adulthood, I have sometimes assigned Chapter 17 in the beginning of the course to demonstrate what happens when we do not intervene early. Either placement can be effective.

Chapter 16 steps back and looks at the role of the protective services worker to give students a perspective on what it would be like to work with maltreating families and children on a regular basis.

The last two chapters, on Prevention and Toward a Better Tomorrow, challenge the student to think about what can be done to stem the tide of maltreatment.

Students have commented that they enjoy the vignettes that appear throughout the chapters. These are based on actual cases from my own experience or from my years of doing consultation. I have often used them as the basis of role-plays, or for students to speculate what they would do when faced with similar situations.

## Using the Text

This text could be used in a variety of different courses in several different disciplines. It has been used as part of the introductory course in Human Services, Social Work, Child Welfare, or Social Welfare, but its best use is as the core text in a course in child abuse and neglect or family violence.

Although the text is presented in a "student-friendly" format, it is helpful for the professor to be actively involved in the interpretation and application of these concepts to the world of practice. Therefore, in addition to what the instructor may bring from his/her own practice, this manual provides discussion questions, exercises, ideas for additional reading, and audio/visual resources.

These tools are in addition to the Review Questions and the Web Exploration at the end of each chapter.

## **Using the Instructors Manual**

This manual provides the instructor with eight sections for each chapter to enhance teaching effectiveness.

### **Content Overview**

This section gives a brief synopsis of the chapter. This enables you, the instructor, to plan the content from week to week and organize the course syllabus.

### **Key Points for the Student to Master**

By making note of the more important points in the chapter, the instructor can help the students master the necessary concepts. These concepts are often built on or referred to in subsequent chapters. Summarizing these points also gives the instructor ideas for beginning class discussion.

### **Key Words or Phrases**

There are certain terms or phrases that will be important for the future practitioner to master. These may be jargon used in the field, or just important words with which the student should become familiar.

### **Teaching Tips and Activities for Further Learning**

There is a need, on occasion, to stimulate student learning through the application of concepts by using exercises. This experiential type of learning has been found to promote more effective integration of material. Even the most experienced instructor often seeks new and creative techniques to involve the student in "doing," instead of just reading or discussing the content. This section offers suggestions for both the new and veteran instructor.

### **Essay or Discussion Questions**

Several questions are provided to be used in either essay exams or quizzes or to stimulate class discussions.

### **Multiple Choice Questions**

A set of questions is included for each chapter that should lessen the burden on the instructor when it comes to creating tests. These questions provide a tool to determine if the students have mastered the material that was presented in the readings and class discussions.

### **Making Use of the Internet**

Each chapter is followed by Web exercises that students can do to expand their knowledge. I have added additional suggestions for instructors that might help them to further engage students in their use of the Internet.

First appearing in the Seventh Edition, these Web Exercises are greatly influenced by the fact that child welfare resources and addresses have changed over the last few years.

While formerly a student might access a variety of different organizations and/or search for information at a variety of public/government addresses, this information can now be more easily accessed by going to [www.childwelfare.gov](http://www.childwelfare.gov). This is the address of the Child Welfare Information Gateway, formerly the National Clearinghouse on Child Abuse and Neglect Information and the National Adoption Information Clearinghouse. A service of the [Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services](#), the Child Welfare Information Gateway provides access to a wide variety of information and resources to help protect children and strengthen families.

### **Additional Resources**

The use of books and videos/DVDs may enhance the students' understanding of the material. (Although I use the term “video,” most of these resources are available on DVDs and sometimes other formats). The names of a number of these formats have been included here.

### **Finding Other Resources**

In addition to the material provided here, there are a variety of places to find films, videos, and other types of media. Below is a list that may help in this regard. Some of these may now require a subscription or purchase, but check with your college library to see if they have any of these resources.

*National Information Center for Educational Media* This audiovisual database represents the most comprehensive collection of information about educational non-print materials in existence. ( [www.nicem.com/index.html](http://www.nicem.com/index.html))

*Filmakers Library* (<http://www.filmakers.com/>) 124 East 40th St. New York, N.Y. 10016. Phone 212-808-4980, fax 212-808-4983 e-mail: [info@filmakers.com](mailto:info@filmakers.com). The advantage of this resource is that it is free upon request, and features a wide variety of videos/films, including some that were aired on PBS.

*Films for the Humanities and Sciences* provides a range of films and can be reached at 1-800-257-5126 (Website: [www.films.com](http://www.films.com)).

*Insight Media* has a variety of videos available at 2162 Broadway, New York, New York. 10024-6620. Phone (800)233-9910 or fax at (212) 799-5309 (Website: [www.insight-media.com](http://www.insight-media.com)).

Libraries and media departments of colleges/universities often publish catalogues of their holdings.

Educators are often interested in pieces they see on public or commercial television:

*Public Broadcasting System (PBS)* A complete Video index is available online at <http://videoindex.pbs.org/InnovativeIndex/index.asp>



*Commercial Television.* To find out how to obtain pieces seen on television, call the programming department of the station that aired the program, providing it with the exact date the program was aired and the title. The station will rarely own the rights, but can tell you who distributes or produces the program. This may necessitate numerous phone calls to track down the exact information. An Internet search may provide information on how to obtain some programs for educational use.

For child abuse and neglect specific materials, there are several resource centers and clearinghouse that can provide information about the newer developments in the resource area. These are:

*C. Henry Kempe Center* University of Colorado  
Health Services Center  
Campus Box C-221  
Denver, CO 80220  
(303)321-3963  
<http://www.kempe.org/>

*National Center on Child Abuse and Neglect Children's Bureau*  
Department of Health and Human Services  
P.O. Box 1182  
Washington, D.C. 20013  
<http://www.acf.hhs.gov/programs/cb/>

In some areas, especially in the South, organizations, such as the Junior League, have been very active in the prevention of child abuse. These organizations may be helpful and may have access to resources. Check other civic organizations as well.

In addition, your reference librarian at the college/university library or the director of media services may have additional information about audio/ visual resources. Some colleges are now creating their own teaching tools, like mock interviews, documentaries and so on. Your library or instructional media center may be know how these that can be used in your classroom.

## **Podcasts**

The Social Work Podcast <http://socialworkpodcast.blogspot.com> provides information on all things social work, including direct practice (both clinical and community organizing), research, policy, education... and everything in between. Anyone may subscribe through iTunes for free and download the MP3 video files to an iPod, cell phone, or personal computer.

## **Useful Assignments**

After years of teaching this course, I have found two assignments that seem to appeal to students and let me know if they have integrated the material:

### **Book Analysis**

The students are encouraged to read a book that tells the *story* of some type of maltreatment. There are many such books on the market today, and because they are too numerous to mention, I urge you to seek the help of the library or bookstore to develop a bibliography. Once the student has read the book, he/she is asked to choose the chapter from Chapters 4-9 that describes the type of abuse depicted in his/her story. The student then chooses the major points from the chapter identified in this text and analyzes the story using these points. For example, if a student read Charlotte Vale Allen's *Daddy's Girl*, the student would recognize it as an account of incest. (Some of these books of first person accounts are out of print but can be found at libraries. More recent ones can also be found by accessing booksellers on the Internet). Using Chapters 6 (The Sexual Abuse of Children) and Chapter 7 (Incest: Familial Abuse) the student would demonstrate how the major points came out in Allen's story. What type of offender was Allen's father? How did he engage his daughter? What symptoms did Allen's victim exhibit?

Through this exercise, students develop a better understanding of how to recognize the various forms of maltreatment.

### **Newspaper Analysis**

From the beginning of the semester, students are asked to start collecting newspaper articles, with the date they appeared, that pertain to any aspect of child abuse or neglect. These articles can be write-ups about a case, or descriptions of a new program. They should then choose the best five to ten articles in order to analyze the following:

1. What impact does the article have on the reader?
2. What value laden words does the author use?
3. What appears to be the reporter's view of the people involved?
4. Does the reporter appeal to the reader to adopt a specific view?
5. Does the reporter offer any solutions?

The student will then write a 3-4 page conclusion that answers the question, "*What effect does the media have on child abuse and neglect?*" The conclusion and his/her analysis of these questions is the essence of the project.

You will get a variety of answers from students --from how the media informs and educates to how the media only reports the sensational and further victimizes victims. There is no real right or wrong answer, as long as the project has caused the student to really think.

I encourage students to use different newspapers, since each may have a different slant. I have also varied this assignment by letting students trace one case from different perspectives, or encouraging them to choose a theme around which to base their articles.

Students tell me that this project makes them more aware of society's view of child maltreatment, what we as a society can do (or not do) to help to prevent it, and the impact that something as influential as the media has on the way we think about such a social issue.

## **A Note to Fellow Instructors**

Effective teaching requires creativity, and I believe, sharing among colleagues. For this reason, I invite you to use the ideas and resources that have been successful for me over the years and I encourage you to develop your own ideas as well. As you use *Understanding Child Abuse and Neglect* over the next year or so, and discover additional resources and exercises that worked in your classroom, I hope that you will share them with me so that I can incorporate them in revisions of this manual.

# **CHAPTER 1**

## **THE MALTREATMENT OF CHILDREN FROM A HISTORICAL PERSPECTIVE**

### **Content Overview**

This chapter examines the history of child maltreatment and the services for abused and neglected children. Such topics as dependence, discipline and child labor are discussed. Early sexual attitudes are traced to the present with a consideration of the origins of the incest taboo.

The chapter also looks at the recent history of helping abused and neglected children, from the writings of such reformers as Swift and Dickens, to the formation of the Society for the Prevention of Cruelty to Children, and later, the efforts of C. Henry Kempe.

Finally, the chapter discusses child protection today and the need for training research and more effective media attention.

### **Key Points for the Student to Master**

1. Initially children were the property of their parents who could decide their life, death, or discipline.
2. Poor laws of the 1600s usually grouped children with their parents and did not see them as separate entities.
3. Minority immigrant children may have had largely different experiences from their white counterparts. Each culture seems to carry with it a different set of experiences as their children become integrated into the new culture.
4. In the 1700-1800s, children were disciplined severely and little attention was given to their status.
5. Indenture was a popular form of child labor in the early United States. Indenture also provided an opportunity for children to be abused.
6. Sexual abuse is not a new phenomenon. Female children were often bartered and abused in convents, while pederasty for boys was a common practice in early Greece.
7. There have been numerous explanations for the development of the incest taboo, from biological theories to the fact that incest causes family disruption. Current theories promote a multi-dimensional view.
8. Although reformers such as Dickens and other reformers brought to public attention the issue of child abuse in the 1800s, it was not until 1874 that steps were taken to intervene in maltreatment situations. The case of Mary Ellen gave rise to a myriad of reforms in this intervention.
9. The coining of the term "the battered baby syndrome" by C. Henry Kempe was a result of the discoveries of abuse made by Caffey and his colleagues when they noticed unexplained breaks on x-rays. The use of this term furthered both research and treatment efforts.

10. Several pieces of federal legislation have had an impact on intervention with abused and neglected children. The Child Abuse Prevention and Treatment Act (1974) was followed by more recent legislation, including the Adoption Assistance and Child Welfare Act (1980) and the Family Preservation and Support Services Act (1993).
11. As the rights and welfare of children become more widely debated, child protection agencies are called upon to alter the types of services they provide. More recently, CPS has become more involved in solidifying risk assessment criteria, advocating for child protection teams, and offering more family centered services.

### **Key Words or Phrases**

infanticide	Charles Dickens
Elizabethan Poor Laws	Mary Ellen Wilson
indenture	Henry Bergh
Hull House	Society for the Prevention of Cruelty to Children
sexual exploitation	John Caffey
pederasty	C. Henry Kempe
Freud	Child Abuse Prevention and Treatment Act
incest taboo	Battered Baby Syndrome
sexual aversion	

### **Student Activities for Applied Learning**

#### **Suggestions for Students:**

1. Write to one of the clearinghouses suggested in this chapter to obtain lists of the resources available in child abuse and neglect. Given the number of resources in each area, where does the emphasis lie?
2. Invite an anthropologist to class to speak about the origins of the incest taboo.
3. Obtain a copy of the *Hearings before the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare*, U.S. Senate, 93<sup>rd</sup> Congress (from U.S. Government Printing Office, Washington, DC 20402, or your local library). Which of the witnesses presented the most viable reasons for an Act to prevent child abuse, and why?
4. Invite a speaker from the Society for the Prevention of Cruelty of Children to outline the history of the movement.
5. Have a lawyer, physician, and social worker join a panel, and analyze the difference in their approaches.

### **Teaching Tips or Exercises**

1. If you use the Newspaper Analysis suggested earlier, you may not want to have a very lengthy discussion of the how the media affects child maltreatment. However, if you choose not to use this assignment you might invite students to do a search of the newspapers and bring in articles. The class can then analyze them based on the questions given in the Newspaper Analysis section. This makes for interesting discussion.
2. Why did it take one hundred years between the case of Mary Ellen, which greatly influenced the intervention in child maltreatment, until laws were passed on a national level to protect children from abuse and neglect? This is interesting to discuss. Help students realize how children are undervalued in this society, especially since they do not vote.

### **Making Use of the Internet**

1. <http://www.uic.edu/jaddams/hull/> Jane Addams is a fascinating individual in the history of the Settlement house movement and Hull House provided many of the leaders of child welfare reform. It might be worth exploring this University of Chicago website with students. There is an interesting timeline and a wealth of biographical information on the Jane Addams-Hull House website. Encouraging students to delve into the life of early reformers makes them more real and can stimulate student's interest in reform and advocacy.
2. Help students to begin their collection of favorites in the area of child welfare. You might have ideas for particular formats that will help them to build a useful resource file for the future. Encouraging them to explore the links given on sites will lead to a wealth of new information.

### **Additional Resources**

1. There have been numerous films made over the years depicting the treatment of children throughout history. Films on child labor, early orphanages and so on might all be appropriate. Titles are available through the various film catalogues suggested in the above section, Finding Other Resources.
2. Film/video: "Childhood in the 20th Century", narrated by David Frost, explores the experience of being a child over the last hundred years and examines the improvements in the lives of children (49 minutes, color). Available from Films for Humanities and Sciences at 1-800-257-5126.

# TEST QUESTIONS

## Multiple Choice Questions

1. Infanticide was practiced in order to
  - a. limit family size
  - b. control for healthy and strong offspring
  - c. as a solution when children were born illegitimately
  - d. to insure the abundance of a particular gender
  - e. all of the above

*Answer: E*

2. The Elizabethan Poor Law provided for children who had families by
  - a. placing them with their families
  - b. separating them and putting them in foster homes
  - c. providing coupons like food stamps
  - d. putting them with relatives while their parents went to the workhouses
  - e. the Quakers had institutions for them

*Answer: A*

3. Indenture was used to
  - a. provide punishment for delinquent children
  - b. provide homes for boys only
  - c. teach children trades
  - d. remove children from abusive parents

*Answer: C*

4. Pederasty refers to:
  - a. the selling of young girls into slavery
  - b. mother's masturbating their sons to increase penis size
  - c. The practice of adult males indoctrinating young boys sexually
  - d. the use of young women who were about to enter the convent by monks
  - e. the use of young girls as prostitutes for wealthy men

*Answer: C*

5. Sigmund Freud began to suspected that the women he treated for hysterical neurosis
- had been severely beaten as children
  - had been sexually abused by their fathers
  - had been in sexual relationships with their brothers
  - had received a swift blow to the head as a child
  - had been left alone by their mothers for long periods of time

*Answer: B*

6. The taboo of incest was believed to have developed
- due to the fear that close inbreeding would produce abnormal offspring
  - because people who live together constantly develop a sexual aversion to each other
  - because the family cannot tolerate the ambiguity or blurred role definitions brought about by the sexual involvement of family members with each other
  - all of the above were theories but the current theory was that it was due to the need for barter among peoples
  - none of the above

*Answer: D*

7. Weinberg feels that the incest taboo developed due to social stigma based on
- disgust with the participants in incest
  - an inner revolution toward the idea of incest
  - perception of a disorganized family life
  - perception that the participants are mentally or emotionally abnormal
  - all of the above

*Answer: E*

8. It was not until \_\_\_\_\_ that the Society for the Prevention of Cruelty to Children was formed on the model of the \_\_\_\_\_.
- 1874; SPCA
  - 1876; Biblical Society for Children
  - 1956; SPCA
  - 1910; SACP
  - none of the above

*Answer: A*



9. John Caffey led a group of radiologist to suspect physical abuse in young children because
- the early writings of C. Henry Kempe caused him to be suspicious
  - the children were wary of adults
  - there were numerous calcium deposits around the bones of children
  - parents denied that anything had happened to their children
  - the children had bruises in various stages of healing

*Answer: C*

10. In the 1960s and 1970s, child protection agencies were feared by some parents as the agency that could “take kids away”. In fact
- this was quite true and CPS could remove children with little provocation
  - CPS was largely dependent upon the juvenile court to authorize the removal of children
  - CPS could only remove children when the parents agreed to their removal
  - CPS could place children only if their parents actually abandoned them.

*Answer: B*

11. One study on public opinion and child rearing reported that today the majority of respondents felt that a significant contribution to poor parenting was
- that mothers needed to work outside the home
  - that fathers are not more involved with children
  - that more parents are not married
  - that fathers cannot take paternity leave.

*Answer: A*

### **Essay or Discussion Questions**

- What was the fate of children prior to the late nineteenth century? On what attitudes was this based?
- Who was Mary Ellen and what influence did she have on the history of intervention on behalf of abuse children?
- Trace the more recent events in the history of intervening on behalf of abuse and neglected children.

## **CHAPTER 2**

### **THE FAMILY**

#### **Roles, Responsibilities and Rights**

#### **Content Overview**

This chapter considers the family of today and how it nurtures and supports children. The overall function of the family and the types of family configurations today are followed by a discussion of the family as a system with subsystems, roles, communication patterns, and rituals. The importance of bonding (attachment) on the developing child is also discussed.

The chapter continues with a section discussing minority families: African-American, Hispanic-American, Asian and Pacific Island, and Native American. The chapter concludes with a look at family dysfunction and outlines the rights of parents and children.

#### **Key Points for Students to Master**

1. The family has changed a great deal in the last few decades with the nuclear family replacing the extended family, as divorce and single parenting increase.
2. There are currently different family configurations that may also differ according to cultural background.
3. Basically, no matter what its configuration, the family is responsible for reproduction, socialization, assignment of social roles, economic production and consumption and emotional support.
4. The family is a complex system with subsystems, roles assigned to its members, and boundaries. The family members develop different communication patterns and rituals that might be functional or dysfunctional to the family well-being. How well the family teaches the child to attach may have a profound influence on later relationships.
5. African-American families tend to have close kinship ties, rely on each other for support, expect members to work hard, and tend to be involved in a faith community.
6. Hispanic-American families may be members of a variety of different cultures. Often headed by single parents, they nevertheless have strong extended family ties with the male members as the authority. Likely to be Roman Catholic, Hispanic family members may also believe in folk healing.
7. Asian and Pacific Island families also come from many varied cultures and it is more difficult to group them together due to the very different cultural practices among the cultures. Most have strong family ties and value harmony in their relations. Many of these cultures base their self-esteem on avoiding bringing shame on the family. The older generation is revered and there is a hierarchy in relationships.

8. Native American families vary according to tribes and geographic regions. Sharing is their primary value and they teach children to control their emotions. Their spirituality is involved with being in tune with natural events and a fundamental view is of the importance of patience.
9. Families are said to be dysfunctional when they are not performing basic family tasks in a manner that benefits members in a healthy way.
10. Both parents and children have specific rights and responsibilities.

### Key Words or Phrases

nuclear family	parentified child
extended family	<i>compadrazzo</i>
single parent family	<i>machismo</i>
blended family	<i>dignidad</i>
kinship networks	<i>respecto</i>
subsystems	<i>personalismo</i>
boundaries	<i>la bendicion</i>
roles	filial piety
family rules	parent's rights
family rituals	children's rights
kinsmen	

### Student Activities for Applied Learning

#### Suggestions for Students:

1. Make a list of the responsibilities of parents. Interview several parents to determine what they feel their responsibilities are.
2. See if you can list 10 family rules from your family of origin. Discuss and compare these in class or in small groups. How did you know these were rules? How did your ethnic origin affect these rules?
3. Read *Beyond the Best Interests of the Child* by Goldstein, Freud, and Solnit. Why might his book be so controversial?
4. After reading the above book set up a debate. Have one panel of students espouse the philosophy of the book and ask the other panel to contend that children have the right to be protected and that their emotional well-being is at greater risk by being with less-than-adequate parents. What are your conclusions?
5. Design your Bill of Rights for Children. How could you make it operational? What would the implications be?
6. Collect new articles on proposed changes to the welfare system, parental rights, and substitute childcare. Discuss as a class what effects these shifting values may have on child protection in the future.

### **Teaching Tips or Exercises**

1. Ask students to think about their lives as children. Were there generational boundaries? What were these? (e.g., parents could do things that kids could not; parents could close the door to the bedroom, etc.) How were they enforced?
2. What were the family rules? Were they spoken or unspoken? Have the students create a list of their own family's rules and determine if they were spoken or unspoken. Have them then discuss these in a group. Were any of these rules influenced by their cultural background? Could any of these rules have led to abuse or have covered abuse if it was occurring? For example, the rule that anything that goes on in the family is not talked about outside can be a rule in a healthy family, but it can also hide the abuse that is taking place in a family.

### **Making Use of the Internet**

The website [www.urban.org](http://www.urban.org) features some interesting information pertinent to this chapter. For example, there is data and resources on immigrant families, as well as information on gay and lesbian marriage. Students might be encouraged to look up either of these topics and a discussion could be generated around the current thinking.

### **Additional Resources**

1. Film/video: "Victim of Two Cultures: Richard Rodriguez". Rodriguez, in conversation with Bill Moyers, discusses his growing up as a child of immigrants in a clash between the Mexican and American cultures.  
Available from the Films for Humanities and Sciences (1-800-257-5126).
2. Film/Video: "Teaching Indians to be White" looks at the problem of balancing the white world view that Native American children encounter in school and the values they are taught at home. (28 minutes, color).  
Available from the Films for Humanities and Sciences (1-800-257-5126).
3. Film/video: "A Family to Me" looks at four different types of families to dispel the myths that there is only one type of family constellation--the nuclear family. (28 minutes) available at New Day Films, 22-D Hollywood Ave., Hohokus, N.J. 07423.
4. Film/video: "Latino Family" shows three generations of one Mexican American family to demonstrate how the changes of integration into this culture have affected them. (28 minutes, color). Available from Films for Humanities and Sciences at 1-800-257-5126.
5. Film/video: "Fatherless in America" examines the fact that almost 40% of American children sleep in a home where there is no father. This program looks at the problem, its causes, and its effects from poverty to violence. It also talks about efforts to reverse this trend. (26m minutes, color).  
Available from Films for Humanities and Sciences at 1-800-257-5126.

6. Film/video: "The Changing Family and Its Implications: T. Barry Brazelton". Brazelton talks about the challenges of working parents in today's world and how this phenomenon affects children. In this Bill Moyers interview, Brazelton worries about the future of children and the changing American family. (50 minutes, color). Available from Films for Humanities and Sciences at 1-800-257-5126.
7. Film/video: "Who's Raising Our Children?" The economic, social and technological changes of today have altered the role of parents. What roles do parents play today? Are these roles gender dependent? These and other philosophical issues are considered in this video. (29 minutes, color). Available from Films for Humanities and Sciences at 1-800-257-5126.

## TEST QUESTIONS

### Multiple Choice Questions

1. Which of the following does the family provide?
  - a. emotional security
  - b. nurturing
  - c. economic production
  - d. enculturaion
  - e. all of the above

*Answer: D*

2. A family where members include grandparents, aunts and uncles is known as
  - a. a functional family
  - b. a family of long-term commitments
  - c. an extended family
  - d. a family by adoption
  - e. a legal family

*Answer: C*

3. A subsystem of a family might be
  - a. the parents, grandparents and children
  - b. the siblings
  - c. the females
  - d. the parents
  - e. b, c and d

*Answer: E*

4. If the boundaries between the family and the outside world are too rigid, the result is
- little interaction between subsystems
  - the family becomes isolated
  - there isn't much family feeling
  - the family members become very ego-centric
  - the family always functions in a healthy manner

*Answer: B*

5. Family roles
- can be extremely complex
  - may be dysfunctional
  - can help the family maintain balance
  - can help the family complete tasks
  - all of the above

*Answer: E*

6. One of the most important cultural values of the African-American family system is/are
- kinship bonds
  - filial piety
  - use of folk healers
  - optimistic toughness
  - being in tune with nature

*Answer: A*

7. The Asian family most highly reveres
- women with female children
  - congregate living
  - children
  - the oldest generation
  - women

*Answer: D*

8. Sharing is the primary value in \_\_\_\_\_ families.
- Asian
  - Pacific Island
  - African-American
  - Native American
  - Hispanic

*Answer: D*

9. Extended families in the Hispanic culture are:
- those who are very close to the parents and children
  - those who are related by blood
  - grandparents but not aunts and uncles
  - the mother's relatives only
  - godparents

*Answer: B*

10. There is some speculation that families in the next few decades may become
- more likely to be bi-racial or tri-racial
  - larger in number of family members
  - more female dominated
  - stronger in their moral values
  - more conservative

*Answer: A*

11. Families may find difficulty in functioning when
- a member reaches developmental milestones
  - the family confronts prejudice
  - the family encounters a crisis
  - a member enters the family
  - all of the above

*Answer: E*

### **Essay or Discussion Questions**

1. What is the purpose of a family? How does it accomplish this task?
2. Compare the communication patterns of the African-American, the Asian, the Hispanic and the Native American families.
3. Choose one cultural group and compare and contrast it to a second family, considering family roles, spiritual life and values.