



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

I. Child Maltreatment Overview

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Differentiate between various ethical frameworks for addressing child maltreatment.							
2. Describe the various forms of child maltreatment within the context of the United Nations and the Convention on the Rights of the Child.							
3. Discuss how adverse childhood experiences affect long-term medical, emotional and social problems for the individual and for society.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

II. The Social and Developmental Impact of Child Maltreatment

A. Child Maltreatment Interrelationships

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Discuss the importance and challenges in obtaining accurate research data.							
2. Explain the advantages of viewing child victimization in a social ecology model.							
3. Describe child/family characteristics associated with various categories of child abuse.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

II. The Social and Developmental Impact of Child Maltreatment
B. Effects of Abuse and Neglect on Brain Development

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Define the term <i>developmental traumatology</i>							
2. Summarize evidence that shows the effect of early life stress on the biologic stress response system in maltreated children.							
3. Compare and contrast brain development in healthy vs. maltreated children							
4. List circumstances capable of attenuating or accentuating the effects of maltreatment.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

III. Taking Medical History in Child Maltreatment

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Discuss important logistical issues in interviewing parents and interviewing children.							
2. Integrate psychosocial history into medical history when interviewing parents to better assess the child’s medical, mental health and psychosocial needs.							
3. Incorporate evidence-based best practices when asking children about maltreatment.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

IV. Child Physical Abuse

A. Physical Abuse

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Recognize historical and physical findings that should cause the learner to include child abuse in the differential diagnosis.							
2. Structure an appropriate evaluation for abuse when it is in the differential diagnosis.							
3. Make rational diagnoses of abuse based on all the findings.							
4. Initiate management of abuse within the systems of the host country.							
5. Structure an appropriate evaluation for abuse when it is in the differential diagnosis.							
6. Strengthen medical documentation by writing child abuse in the differential diagnosis, when appropriate, and writing clear recommendations for the child’s							



physical and emotional well-being.							
------------------------------------	--	--	--	--	--	--	--

The participant will be able to:	0	1	2	3	4	5	6
7. Recognize ways in which Social Services and Law Enforcement are helpful partners to engage in the process of diagnosing/identifying abuse or neglect.							
8. Discuss with parents the concern of possible abuse/neglect and explain the next steps that need to occur in contacting Social Services and Law Enforcement.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

IV. Child Physical Abuse
B. Discipline

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Define corporal punishment (physical discipline).							
2. From global studies, summarize information about incidence and attitudes regarding corporal punishment.							
3. Contrast characteristics of effective discipline with the problematic practice of physical discipline.							
4. Structure a culturally sensitive dialogue between a health care provider and a parent to discuss discipline.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

V. Child Sexual Abuse

A. Sexual Victimization of Children and Adolescents - an Overview

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Describe the disclosure process of a young child sexual abuse victim.							
2. List features that distinguish sexual abuse of a young child from that of an adolescent.							
3. Explain societal attitudes that discourage and complicate victimization reporting by adolescents.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

V. Child Sexual Abuse

B. Developmental Anogenital Anatomy

1. Please circle which profession is your *primary role* in working with children:

- a) Medical
- b) Mental health
- c) Social services
- d) Law enforcement (police, prosecutors, magistrates, judges)
- e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:

0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Correctly label normal anatomic landmarks of female/male genitalia/anus on a diagram or photograph using the APSAC Glossary as a resource.							
2. Recognize genital and anal anatomic variants and nonspecific findings.							
3. Explain the relationship of estrogen to female genital changes from birth into puberty.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

V. Child Sexual Abuse

C. Performing a Sexual Abuse Medical Examination

1. Please circle which profession is your *primary role* in working with children:

- a) Medical
- b) Mental health
- c) Social services
- d) Law enforcement (police, prosecutors, magistrates, judges)
- e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:

0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Describe age appropriate strategies for developing rapport with patients of all pediatric ages prior to the sexual abuse examination.							
2. Select appropriate examining positions and techniques that enhance examiner visualizing the patient’s genitalia.							
3. Explain painful procedures to avoid during sexual abuse examinations.							
4. Determine appropriate photos to document findings.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

V. Child Sexual Abuse

E. Genital findings in acute and nonacute exams of prepubertal children

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. State the incidence of acute and non-acute injuries seen in prepubertal children examined following sexual abuse							
2. Recognize in photographs, injuries typically caused by sexual abuse acts							
3. Recognize abnormal genital findings resulting from accidental trauma or conditions that are not sexual abuse							
4. Explain why genital injuries may not be found when sexually abused children are examined.							
5. Formulate a conclusion from a case scenario.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

V. Child Sexual Abuse

F. Findings in acute and nonacute exams of adolescents

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Describe genital injury patterns and incidence associated with acute and nonacute adolescent abuse							
2. Identify from photographs normal genital findings that are sometimes mistaken for injuries.							
3. Explain why it is not possible to determine consent vs. nonconsent from the genital examination findings.							
4. Explain the significance of nongenital injuries resulting from sexual assault.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

V. Child Sexual Abuse

G. Sexually transmitted infections in the context of sexual abuse

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Contrast and explain the difference in the incidence of sexually transmitted infections in prepubertal children vs. adolescents.							
2. Analyze the risk factors for acquiring a sexually transmitted infection from sexual abuse or assault from case scenarios.							
3. Using local public health data and the current World Health Organization Recommendations, establish a protocol for testing, prophylaxis and treatment for patients following sexual abuse and assault.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

V. Child Sexual Abuse
H. Evidence collection

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. List the usual forensic specimens to be collected from an acute sexual abuse/assault victim.							
2. Explain how sexual assault evidence may be contaminated or lost before collection.							
3. Define the concept of “chain of custody.”							
4. Justify the importance of establishing a collaborative relationship between medical providers and the forensic laboratory.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

VI. Psychological Maltreatment

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Review developing knowledge and consensus about psychological maltreatment/emotional abuse.							
2. Recognize the impact of psychological maltreatment by itself and as a component of all physical abuse, sexual abuse and neglect.							
3. Incorporate questions about psychological maltreatment when asking children about maltreatment.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

VII. Child Neglect
A. Child Neglect

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Explain 3 points that validate the importance of understanding child neglect.							
2. Know different approaches to defining neglect.							
3. List categories of neglect and identify age-characteristic examples of child neglect for each.							
4. Describe various reasons why children with disabilities are at increased risk for maltreatment.							
5. Discuss poverty as it interacts with child neglect.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

VII. Child Neglect
B. Failure to Thrive

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Review use of growth charts							
2. Know how failure to thrive is identified.							
3. Be familiar with the three broad categories of causes of FTT.							
4. List ways in which FTT could result from abuse and neglect.							
5. Learn strategies for management of children with FTT.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

VII. Child Neglect
C. Safety at School

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Identify logistical issues with schools that increase children’s susceptibility to abuse and neglect while in school.							
2. Recognize the impact of bullying as a form of child maltreatment.							
3. Discuss teacher-student dynamics that increase susceptibility to sexual abuse, physical abuse, and psychological maltreatment.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

VIII. Human Trafficking

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Define human trafficking.							
2. Describe the causes and mechanisms of human trafficking.							
3. List various approaches to combat human trafficking.							
4. Explain the health consequences of human trafficking.							
5. Identify tools for medical providers to use for victim identification and assessment.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

IX. Multidisciplinary Identification and Evaluation of Child Maltreatment
A. Multidisciplinary Identification and Evaluation of Child Maltreatment

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Explain the different roles and responsibilities of medical and other health professionals, social services, law enforcement, education/schools, NGOs and other key agencies.							
2. Discuss the medical, psychosocial and safety benefits of interagency coordination.							
3. List common barriers to interagency coordination and consider effective steps to create lasting improvements in coordination.							
4. Recognize the signs and symptoms of <i>compassion fatigue/secondary trauma</i> .							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

X. Testifying in Court

1. Please circle which profession is your *primary role* in working with children:
 - a) Medical
 - b) Mental health
 - c) Social services
 - d) Law enforcement (police, prosecutors, magistrates, judges)
 - e) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:
0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. List important legal elements of medical documentation in child abuse.							
2. Explain the steps in working with attorneys to prepare for court.							
3. Describe how to testify in court.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.



ISPCAN Child Maltreatment Medical Curriculum
Participant Review

VIII. Multidisciplinary Identification and Evaluation of Child Maltreatment
B. Multidisciplinary Identification and Evaluation of Child Maltreatment

1. Please circle which profession is your *primary role* in working with children:

- f) Medical
- g) Mental health
- h) Social services
- i) Law enforcement (police, prosecutors, magistrates, judges)
- j) Non-governmental organization

2. How many years have you been working with children? _____

3. For each of the learning objectives below, write an “X” in the box according to the facilitator’s effectiveness in achieving each of the learning objectives:

0 = Not effective at all, to 6 = Very highly effective

The participant will be able to:	0	1	2	3	4	5	6
1. Describe the various forms of child maltreatment within the context of the United Nations and the Convention on the Rights of the Child.							
2. Discuss how adverse childhood experiences affect long-term medical, emotional and social problems for the individual and for society.							
3. Differentiate between various ethical frameworks for addressing child maltreatment.							

4. What do you think would have made this module better – both in terms of the topics discussed and in the facilitator’s effectiveness? Continue writing on the back of this sheet if needed.

