



COURSE OUTLINE: CYC0254 - ABUSE AND VIOLENCE

Prepared: Child and Youth Care Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CYC0254: ABUSE AND FAMILY VIOLENCE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	19W
Course Description:	Child and youth abuse identification and interventions are viewed as the responsibility of every individual. Abuse of children often occurs within the larger system of family violence. Impact of socialization and prevention programs will be examined as pertinent social issues. Assessment, treatment and prevention techniques and programs will be examined including conflict resolution skills.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
Course Evaluation:	Passing Grade: 50%, D
Books and Required Resources:	Understanding Child Abuse and Neglect by Crosson-Tower, C. Publisher: Pearson Canada Edition: current
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:



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	Course Outcome 1	Learning Objectives for Course Outcome 1
	Develop awareness of the magnitude and a working knowledge of Abuse and Family Violence, including insight as to why individuals remain in an abusive relationship	Demonstrate his/her understanding and background knowledge in regards to abuse and neglect issues resulting in a working definition of child abuse, Discuss the statistics, which estimate the incidence of abuse within society and the current laws governing reporting procedures, Recognize the major causal factors of abuse/neglect and formulate treatment plans in response to various scenarios/case studies, Recognize indicators of abuse/neglect, Determine reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection, in accordance with the Ontario Child and Family Services Act, 1990
	Course Outcome 2	Learning Objectives for Course Outcome 2
	Plan and implement interventions using evidence-informed practices that promote resiliency and enhance development in children, youth and their families	Demonstrate appropriate interviewing techniques, applying principles of relational practice and the use of life space interviewing, Collect and record pertinent information about children and their families when an abusive situation is suspected as well as reporting procedures, in accordance with the Ontario Child and Family Services Act, 1990
	Course Outcome 3	Learning Objectives for Course Outcome 3
	Gain knowledge of the treatment issues for battered women and men and for children who witness or experience violence themselves, or elders	Describe abuse in home and in institutional settings and suggest preventative action that maintains an anti-oppression perspective, Articulate the impact for children who witness Partner Assault and violence, Demonstrate knowledge of abuse of special populations (e.g. LGBT, elderly), Demonstrate knowledge and application of treatment for children and persons who have been victims of abuse or neglect

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Assignments	30%	
Skills Demonstration	15%	
Tests	55%	

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as

inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

December 14, 2018

Please refer to the course outline addendum on the Learning Management System for further



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 information.