

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Abuse & Family Violence

CODE NO. : HSC300

SEMESTER: Fall

MODIFIED CODE: HSC020

PROGRAM: Early Childhood Education

AUTHOR: Bev Browning
Andrea Welz, E3209 759-2554 ext 2563
andrea.welz@saultcollege.on.ca

MODIFIED BY: Sara Trotter, Learning Specialist – CICE Program

DATE: Sept 2005 **PREVIOUS OUTLINE DATED:** Sept 2004

APPROVED:

	_____	_____
	DEAN	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	none	
HOURS/WEEK:	3	

Copyright ©2005 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
*For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689*

I. COURSE DESCRIPTION:

Child abuse intervention and treatment are now generally seen as the responsibility of every individual. Spousal abuse also needs to take the forefront as a crucial social issue. By examining the ways that families and individuals resolve conflict, students will learn that non-violent behaviours can replace dysfunctional patterns. Learning constructive ways of coping with stress, anger and conflict can become a deterrent to the family violence phenomenon. Students will examine the complex factors and conditions which contribute to various forms of abusive situations within the family. Causes for various forms of violence, reporting procedures, and intervention strategies are examined as well.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will acquire and demonstrate the following at a basic level:

1.

Identify Causes and Dynamics of Abuse**Potential Elements of the Performance:**

- Examine historical, sociological and religious beliefs and practices which influence attitudes and behaviours toward children and others
- Differentiate between various forms of abuse
- Outline the elements of the cycle of violence
- Explain how power and control imbalance results in continuing patterns of violence.
- Discuss the incidence of various forms of abuse
- Examine the influence of violence in our culture

2. ***Identify the Indicators and Effects of Various Forms of Child Abuse and Domestic Violence***

Potential Elements of the Performance:

- Recognize signs, symptoms or clues that may indicate the occurrence of child abuse or domestic violence
- Describe the potential impact of experiencing/witnessing abuse.
- Outline the characteristics of abusive/neglectful people.

3. ***Outline One's Professional Role in the Early Identification, Prevention/Intervention and Referral Of Families in Which Abuse Is Suspected or Deemed to Be a High Risk.***

Potential Elements of the Performance:

- Examine how personal feelings and values influence our effectiveness in working with abused children
- Investigate the legislation pertaining to reporting various types of abuse
- Formulate methods for dealing with disclosures of abuse
- Describe the policies and protocol established for dealing with disclosures/suspicions of abuse
- Examine how to handle allegations of abuse
- Formulate methods of supporting children and their families

4. ***Outline Support and Prevention Efforts to Reduce the Incidence and Effects of Abuse and Domestic Violence***

Potential Elements of the Performance:

- Describe various prevention programs designed to empower young children
- Assess how prevention and intervention programs can be used effectively
- Propose various methods of support and intervention for abused victims and their abusers
- Determine methods of realigning societal values and socialization practices
- Identify abuse prevention/support agencies and describe their function
- Investigate methods of caring for the caregiver

III. TOPICS:

1. Personal Values and Self-analysis of Feelings Related to Abuse
2. Historical, Cultural and Sociological Practices and Beliefs Which Contribute to Intra-family Violence
3. Forms of Abuse
4. Cycle of Violence
5. Indicators
6. Impact on Children
7. Legislation/Reporting
8. Helping the Child and Family
9. Criminal Justice System
10. Advocating Change

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

FOR ALL DISCIPLINES:

1. **Reaching Out. Working Together To Identify and Respond To Child Victims of Abuse.** Pearl Rimmer and Betsy Prager. International Thomson Publishing Company. 1998.

ADDITIONAL FOR ECE

2. **Day Nurseries Act: Revised Statutes of Ontario**, February 2002

V. EVALUATION PROCESS/GRADING SYSTEM:

Course learning outcomes will be determined on the basis of the following, and all tests and assignments will be completed with the assistance of an Educational Specialist.

1. TESTS (3 x10%)	30%
2. ASSIGNMENTS	
▪ Abuse/Domestic Violence Survey	10%
▪ Novel Study	15%
▪ Current Issues	10%
▪ WebCT Modules	10%

3. IN CLASS ACTIVITIES **25%**

Various in-class and 'overnight' assignments are assigned to be handed in and/or reported on in class.

Students will attend a child abuse prevention workshop on 'Care For Kids', presented by the Algoma Health Unit. Specifics to be discussed in class.
Monday, November 7, 2005
9:00am to 4:00 pm
Enji Maawnjiding (Native Centre)

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Specific Class Information

Assignments:

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
 1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
 2. The instructor will be notified, through WebCT, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to you indicating that the material has been received.
- Late, major assignments ***will be deducted 5% per day*** (20% maximum deduction). Major assignments ***more than one week late will not be accepted.***
- All assignments are to be typed unless otherwise stated.
- In-class or weekly assignment are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded
- Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend ***due to illness or extenuating circumstances***, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Learning Environment:

In the interest of providing an optimal learning environment, students are to follow these expectations;

- Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Sault College Handbook.
- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Students are to keep private conversations out of the classroom.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

A. 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.

B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant 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.

C. 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 Integrative Educational Assistant 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

D. Evaluation:

Is reflective of modified learning outcomes.