

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**CICE COURSE OUTLINE**

**COURSE TITLE:** Patterns and Impacts Of Family Abuse

**CODE NO. :** NSW204 **SEMESTER:** Fall  
**MODIFIED CODE:** NSW0204

**PROGRAM:** Social Service Worker-Native Specialization

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**MODIFIED BY:** Sara Trotter, Learning Specialist CICE Program

**DATE:** Sept. 2010 **PREVIOUS OUTLINE DATED:** Sept. 2009

**APPROVED:** "Angelique Lemay" Sept. 10

	<b>CHAIR, COMMUNITY SERVICES</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	2	
<b>PREREQUISITE(S):</b>	none	
<b>HOURS/WEEK:</b>	3hrs /week for 9 weeks	

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**I. COURSE DESCRIPTION:**

Abuse within families may occur in relationships with elders, children and/or partners. Students will become familiar with the dynamics of abusive relationships, cycles of violence and recovery, and types/characteristics of family abuse. The Child and Family Services Act provides guidance for professionals and services working with violence within the family. Students will recognize the need for advocacy by understanding the impacts, patterns and services of abuse within families.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with assistance from a Learning Specialist, will demonstrate a basic ability to:

**1. Communicate and apply key pieces of relevant legislation to areas of family violence.**Potential Elements of Performance

1. Access and accurately interpret, in everyday language the Child and Family Services Act
2. Discuss and demonstrate the interdependent relationship between legislation and the social service field
3. Adhere to and apply relevant legislation for the benefit of individuals, families and communities
4. Advocate, network and liaise between First Nations communities and external sources, services and agencies to ensure best practices with respect to relevant family legislation

**2. Identify and assess the patterns, impacts and dynamics of child maltreatment.**Potential Elements of the Performance:

- a. Recognize the effects of child maltreatment on child development
- b. Utilize appropriate assessment tools for types, symptoms and effects of child neglect, physical, sexual and psychological abuse
- c. Characterize the physical symptoms and behavioural indicators of physical abuse.
- d. Profile social functioning and issues of parents who are physically abusive

- e. Categorize the progression, phases and types of sexual abuse
- f. Compare and contrast intrafamilial and extrafamilial sexually abusive patterns, profiles and dynamics
- g. Define psychological abuse and its impacts
- h. Advocate, in an informed manner, for best practices in service implementation, cooperation and substitute care for families and communities experiencing violence

**3. Identify and assess the patterns, impacts and dynamics of intimate partner violence.**

Potential Elements of the Performance:

- a. Demonstrate an understanding of the ongoing cycle of violence and its impact on interpersonal relationships
- b. Distinguish between types of abuse and their impacts on individuals, families and communities.
- c. Connect the realities of partner violence with its effects on children in the family
- d. Recognize the essential aspects of safety planning
- e. Profile issues and dynamics of perpetrators of intimate partner violence
- f. Apply sources, referral skills and services for reclaiming of self for families who have experienced violence

**4. Identify and assess the patterns, impacts and dynamics of elder abuse.**

Potential Elements of the Performance:

- a. Construct a personal and professional understanding of the dynamics of family violence
- b. Categorize the various types of elder abuse
- c. Recognize the related issues and family dynamics that may lead to or result from elder abuse
- d. Identify ethical and legal issues relevant to working with families who experience violence.

**III. TOPICS:**

**1. Related Legislation**

- Child and Family Services Act: Child Protection, Duty to Report, Relevant portions of The Divorce Act, Children's Law Reform Act, , Restraining Orders and Peace Bonds

**2. Child Maltreatment**

- Effects on Development and Attachment
- Neglect
- Physical Abuse
- Sexual Abuse
- Psychological Abuse
- Substitute Care (Foster Care, Customary Care etc)

**3. Partner Violence**

- Cycle of Violence
- Types of Abuse and Impacts of Abuse
- Effects on Children
- Profiles of Perpetrators
- Safety Planning
- Reclaiming Self

**4. Elder Abuse**

- Types of Abuse
- Related Issues and Impacts
- Family Dynamics

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

***Understanding Child Abuse and Neglect*** by C. Crosson-Tower (7<sup>th</sup> ed.)  
Pearson Allyn and Bacon

***When Love Hurts: A Guide to Understanding Abuse in Relationships***  
by J. Cory and K. McAndless-Davies, Women Kind Press

***Child and Family Services Act*** (and other relevant provincial legislation available on line from <http://www.e-laws.gov.on.ca>).

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. Video Report #1	15%
2. Elder Abuse Paper	25%
3. Take Home Test	25%
4. Video Report #2	25%
5. Attendance and Participation	<u>10%</u>
Total	100%

### **1. Video Reports**

In collaboration with one another and with assistance from the Learning Specialist, CICE students will write ONE 3 – 4 page report after viewing in-class videos. The videos will cover family violence issues. The paper will include a summary of the video, identify and relate the family issues to material covered in the class and in the text. Each CICE student will respond individually with a personal reaction/reflection statement. CICE students will relate class material to the textbook and possible other sources. Specifics to be provided by the professor.

### **2. Take Home Test:**

The take home test will consist of a series of questions and scenarios to demonstrate the student's knowledge and application of course material. The test will be a comprehensive overview of the topics covered over the semester.

### **3. Elder Abuse Paper**

In collaboration with one another and with assistance from the Learning Specialist, CICE students will write ONE 3 – 4 page research report using books, and internet resources to identify the issues involved in and related to elder abuse. Students must hand in a 3-4 page APA formatted paper (double –spaced, 12 font ) defining elder abuse, the different types of elder abuse and the issues and family dynamics involved in elder abuse. Each CICE student will respond individually with a personal reaction/reflection statement. The paper should include any programs or initiatives in place to address this problem and identify local agencies or services that could assist those dealing with elder abuse.

### **4. Attendance and Participation**

10% Attendance/Participation

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes LMS and email programs to communicate with professor and manage course material

#### Rating Scale:

0: did not meet the expectation

1: minimally met expectation with significant improvement recommended

2: met expectation with improvement recommended

3: satisfactorily met expectation

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## VI. SPECIAL NOTES:

### Submission of Assignments

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor **prior to the due date** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 1% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

### Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

### Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

Attendance:

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**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.



**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. 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 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.

**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 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

**D. Evaluation:**

Is reflective of modified learning outcomes.