

COURSE DESCRIPTION:

CICE students, with assistance from a learning specialist, will be introduced to issues relevant to abuse and family violence from both a personal and a societal perspective. Emphasis will be placed on the assistive role that can be assumed in providing support and intervention, along with a review of best practices in assessment, treatment and prevention.

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 the basic ability to:

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.***

Elements of the Performance

- 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.

2. ***Plan and implement interventions using evidence-informed practices that promote resiliency and enhance development in children, youth and their families.***

Elements of the Performance:

- 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

3. ***Gain knowledge of the treatment issues for battered women and men and for children who witness or experience violence themselves, or elders.***

Elements of the Performance:

- 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.
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III. TOPICS:

1. Background Knowledge of Abuse
2. Estimating the Incidence of Abuse in Society
3. Causal Factors in Abuse
4. Identification of Abuse and Neglect
5. Interviewing Techniques
6. Documenting and Reporting of Abuse and Neglect
7. Treatment and Prevention of Abuse: The Child and Youth Care's Professional Role
8. Special Populations (such as elders, siblings, LGBTTTIQ, persons with disabilities, etc.)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Provided by the College:

Relevant handouts, films and videos if applicable; the Learning Resources Centre

Books on reserve in the Library.

Provided by the Student:

1. Crosson-Tower, C. (2013) Understanding Child Abuse and Neglect, (9th ed.). Pearson Canada.

Buddy System: Please establish liaison with a student and get their contact number

to correspond and communicate course material, notes, handouts, test dates, course changes, assignments, etc.

Calendar: Mark in important dates, exams, assignments. Dates are tentative. Please keep in touch with any changes.

V. EVALUATION PROCESS/GRADING SYSTEM:

A final grade will be derived from the following:

Assignments (2 x 5%)	10%
Case Study Reviews	20%
Participation (demonstrating respect/empathy)	15%
Test #1	15%
Test #2	20%

Test #3	20%
Total	<u>100%</u>

Assignments

Details to be provided in class

Case Reviews

Students will be required to individually complete two Case Reviews during class time. The professor will distribute cases in class. Students will be asked to identify the primary form of abuse, any secondary forms of abuse, related symptoms and their personal reaction to the case. Case Reviews will be discussed in class. Further instruction regarding Case Reviews will be given on Week One of the course.

Participation

There are a great many activities in the classroom from discussions to self-protection skills. Students need to demonstrate a genuine attempt at empathy by asking questions and not making judgmental statements about persons or their circumstances. They will demonstrate respect of others by not distracting others with talking, texting, e-mailing, inappropriate or offensive comments. 5 marks from participation will be deducted for such behaviour. Students can earn back participation marks 1 mark a week for future active participation in the classroom.

Test #1 _____

Test #2: _____

Test #3: _____

Students are required to complete all assignments and reports on time. Late assignments (other than substantiated emergencies) will be docked **5 marks per day late** (i.e. overnight). If students are not able to attend a test a Voice mail (Ext 2564) is required the day of the test or a mark of zero will result. Reasons for missing a test are illness or emergency only.

STUDENTS ARE REQUIRED TO KEEP A **COPY OF ALL ASSIGNMENTS** SUBMITTED TO THE INSTRUCTOR.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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:

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.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

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

VIII. CICE Addendum:

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.

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.