

## SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

## COURSE OUTLINE

COURSE TITLE: ABUSE AND FAMILY VIOLENCE

---

CODE NO.: HSC 300 SEMESTER: THREE

---

PROGRAM: EARLY CHILDHOOD EDUCATION

---

AUTHOR: BEV BROWNING

---

DATE: SEPT 1995 PREVIOUS OUTLINE: SEPT 1994

---

APPROVED:

*K. DeRosario*  
 K. DeRosario, Dean  
 School of Human Sciences and  
 Teacher Education

Date

*June 28/95*

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

## **HSC 300 Abuse and Family Violence**

TOTAL CREDITS: 3

PREREQUISITE(S): N/A

### **I. PHILOSOPHY/GOALS**

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 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.

### **II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES)**

Upon successful completion of this course the student will:

- 1) Develop awareness of the magnitude of the phenomena of spousal, elder, and child abuse. Definitions, incidence and causal factors will be examined.
- 2) Gain insight into the reasons why women remain in abusive relationships.
- 3) Gain knowledge of the treatment issues for battered women and men, for batterers, and for children who witness or experience violence themselves.
- 4) Analyze current treatment modalities for ending violence and determine how to apply them in a child care setting, or how to provide appropriate support to identified victims who are served in a child care setting.
- 5) Prepare for their critical role in the early identification, treatment and referral of families in which abuse is suspected or deemed to be a high risk.
- 6) Develop relevant policies and procedures for implementation in a child care centre.

### **III. TOPICS TO BE COVERED**

1. Introduction to course
2. Historical, cultural and sociological antecedents to intra-family violence
3. Interpretation of Statistics
4. Causal Models of Child Abuse
5. Defining and Reporting Child Abuse
6. Establishing policies for Child Care Settings
7. Empowering Children
8. Child Sexual Abuse
9. Dating Violence
10. Elder Abuse
11. Why Men Assault their Partners
12. Why Women Remain in Abusive Relationships
13. Effects of Violence on Child Witnesses

## HSC 300 Abuse and Family Violence

### IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

#### Topic/Unit - #1: Introduction

##### Learning Activities

1. Understand course assignments
2. Obtain course overview
3. Discuss feelings, attitudes and belief systems

##### Required Resources

1. Learning Module: Pre-test p.13  
Unit 1- Readings and Questions  
Recommended:  
1. Pressman: Preface

#### Topic/Unit - #2 & 3

##### Learning Activities

1. Examine the sociological and religious factors which influence people's attitudes, beliefs and behaviors towards children and towards others.
2. Discuss the implications of violence in our culture.
3. Discuss the incidence of the various forms of abuse and understand the significance & interpretations of statistics.

##### Required Resources

1. Handbook: ch 1, pp 1.4 to 1.17  
ch 7 and ch 8
2. Learning Module: Unit I

#### Topic/Unit: - #4 & 5

##### Learning Activities

1. Examine the causal factors which generally underlie child abuse.
2. Learn the elements of the cycle of abuse and ways of breaking this cycle.
3. Describe the various forms of abuse and summarize the legal definitions for them.

##### Required Resources

1. Handbook: 1.10-1.23
2. AECEO Handbook  
Recommended  
1. Pressman: ch 1, Appendix A

# HSC 300 Abuse and Family Violence

## Topic/Unit: - #6. Establishing Policies for Child Care Settings

### Learning Activities

1. Procedures related to child abuse allegations
2. Protocol for Prevention
3. Dealing with reports
4. Policies re. physical contact

### Required Resources

1. Handbook: pp 1.16-1.27
2. How to Handle Allegations
3. AECEO Handbook

## Topic/Unit: - # 7. Empowering Children

### Learning Activities

1. Treatment for abused children
2. Models for prevention
3. Curricula for child care settings

### Required Resources

1. Handbook: pp 1.23-1.27, 1.40-1.43  
pp 5.27-6.23

## Topic/Unit # 8. Child Sexual Abuse

### Learning Activities

1. Legislation
2. Incest
3. Profiles of Offenders
4. Handling Disclosures

### Required Resources

1. Handbook: pp 1.31-1.39

## HSC 300 Abuse and Family Violence

### Topic/Unit # 9. Dating Violence

#### Learning Activities

1. Triggers in Dating Relationships
2. Impact of violence on relationships

#### Required Resources

1. Handbook: pp 2.1-2.18

### Topic/Unit #10. Elder Abuse

#### Learning Activities

1. Examine the methods and explanations for how and why our elders are abused.
2. Learn appropriate methods of support and intervention.

#### Required Resources

1. Handbook: pp 5.2-5.19  
Recommended:  
1. Pressman: ch 3

### Topic/Unit:- # 11. Why Men Assault their Partners

#### Learning Activities

1. Examine current theories which explain why men assault their partners
2. Decide on appropriate methods of treatment for sample situations

#### Required Resources

1. Handbook: pp 3.1-3.18
2. Learning Module: Unit II readings & questions

# HSC 300 Abuse and Family Violence

## Topic/Unit # 12. Why Women Remain in Abusive Relationships

### Learning Activities

1. Discuss the complex reasons for women remaining in abusive situations
2. Discuss the nature of husband abuse
3. Describe the escalation of violence faced by abused partners
4. Describe intervention and treatment methods

### Required Resources

1. Handbook: pp 1.23-1.27, 1.40-1.43  
pp 5.27-6.23
2. Learning Module: Units III & IV, readings & questions  
Recommended:  
1. Pressman ch 6 & 7

## Topic/Unit: - # 13. Effects of Violence on Child Witnesses

### Learning Activities

1. Discuss the characteristics of violent homes.
2. Examine the long standing effects of witnessing and/or experiencing abuse.

### Required Resources

1. Handbook: ch 4, pp 4.1-4.17, ch 9, pp 9.2-9.12

## V. EVALUATION METHODS

TEST #1:	10%	
TEST #2:		15%
ABUSE AWARENESS WORKSHOPS		25%
CHILD CARE POLICIES		25%
FAMILY VIOLENCE MODULE		
(completed questions - units I & II)		15%
(completed questions - units III & IV)		10%
—————		100%

**NOTE:** If students are unable to attend class on scheduled test days, the student must inform the instructor by leaving a voice mail message(759-2554,ext. 548) prior to the time of the test, and make arrangements to reschedule the test. Failure to do so will result in a zero grade on the test.

## HSC 300 Abuse and Family Violence

### ASSIGNMENT DESCRIPTIONS

#### 1. ABUSE AWARENESS WORKSHOPS

Students will design a series of workshops which would be suitable to present to parents/volunteers/home care providers about the topic of child abuse. The outline describing the workshops will specify the following:

1. aim, purpose of each workshop
2. format/length/no. of pages
3. topics to be covered
4. specific content of presentations
5. handouts
6. **PREVIEW AT LEAST 3 VIDEOS** related to your topics and submit a summary of each (IN YOUR OWN WORDS). **CHOOSE 1** which you would use to present at your workshop and **EXPLAIN REASONS FOR YOUR CHOICE.**
7. Supportive pamphlets
8. Local Resource/Reference list
9. Workshop evaluation questionnaire, for completion by participants

#### 2. CHILD CARE CENTRE POLICIES

Using the DNA as a guide along with the required texts for this course, develop policies for your prospective child care centre. Policies should cover the following:

##### A. PROCEDURES RE CHILD ABUSE ALLEGATIONS

- 1) **SUSPECTED** abuse/neglect by a parent/caregiver

TOPICS TO INCLUDE are:

\* "In house procedures":

When; to whom the report is made; who will be responsible for making the report; how will the report be made; what information should the report contain; to what extent should the parent and/or child be questioned before making the report; when will other staff be informed; who will maintain contact with the family after the report is made; who will maintain contact with the CAS; how are all staff made aware of the reporting policy and are they all in agreement?

\* **ATTACH SAMPLE DOCUMENTATION FORMS IN AN APPENDIX**

## HSC 300 Abuse and Family Violence

### 2) ALLEGATIONS vs. a child care provider

TOPICS TO INCLUDE are:

- \* Approach during investigation
- a) suspension: describe consequences/terms of reinstatement
- b) if teacher continues working: protocol
  - \* Protocol for report by a co-teacher/supervisor
  - consequences of false allegations
    - \* Protocol re. informing the staff member
    - \* Procedures for ensuring confidentiality
  - a) process for protection of informant and consequences of "harassment"
  - b) consequences for breaching confidentiality
  - c) procedures for record handling
    - \* Dealing with reports
  - a) disclosure by a child-guidelines for interviewing the child; documentation form(attach as an appendix);reporting hierarchy and procedures; informing parents
  - b) disclosure by a parent-documentation process and sample form,etc.
    - \* Consequences if the accused caregiver is convicted
    - \* Consequences of unfounded/unresolved reports

### B. POLICY re. PHYSICAL CONTACT

### C. POLICY re. INAPPROPRIATE CHILD MANAGEMENT

### D. POLICY re. SEXUAL HARASSMENT BY A CO-TEACHER/SUPERVISOR

## VI. PRIOR LEARNING ASSESSMENT

NOT YET AVAILABLE

## VII. REQUIRED STUDENT RESOURCES

- 1) FAMILY VIOLENCE: Abuse of Women;a self-paced Learning Package
- 2) A HANDBOOK for the PREVENTION OF FAMILY VIOLENCE:Child Abuse, Wife Assault and Elder Abuse;Community Child Abuse Council of Hamilton Wentworth
- 3) CHILD ABUSE:HOW TO HANDLE ALLEGATIONS AGAINST THE CHILD CARE PROVIDER-PREVENTION STRATEGIES, Manitoba Child Care Association, 1992
- 4) HANDOUTS, as supplied by the professor
- 5) CHILD ABUSE HANDBOOK; A&CE,O
- 6) DAY CARE AND THE LAW, M.Bogorooch-Ditkofsky,Umbrella Day Care Services

## VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY

- 1) ARTICLES: "The Battered Child Syndrome"; available faculty office
- 2) SARA SOCIETY KIT; available faculty office and LRC
- 3) CHILD ABUSE OUTREACH PREVENTION KIT: Max the Safety Cat; LRC, or faculty office.
- 4) CHILD ABUSE; R.S. Kempe, C.H. Kempe; Harvard U Press; ON RESERVE IN LRC



# HSC 300 Abuse and Family Violence

## IX. SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.



For relevant passages pertinent to the development of course policies see the following:

- Section 1 "Section occurrence," p 12
- Section 2 "Department responsibility," p 17
- Section 36 "Daily written report," p 21
- Section 37 "Written policy, serious occurrence," p 22
- Section 44 "Behavior management," p 24
- Section 45 "Prohibited conduct," p 24
- Section 46 "Behavior management policy," p 24
- Section 47 "RHC monitoring," p 24
- Section 48 "Behavior management policy," p 24
- Section 49 "Behavior management policy," p 24
- Section 50 "Behavior management policy," p 24
- Section 51 "Behavior management policy," p 24
- Section 52 "Behavior management policy," p 24
- Section 53 "Behavior management policy," p 24
- Section 54 "Behavior management policy," p 24
- Section 55 "Behavior management policy," p 24
- Section 56 "Behavior management policy," p 24
- Section 57 "Behavior management policy," p 24
- Section 58 "Behavior management policy," p 24
- Section 59 "Behavior management policy," p 24
- Section 60 "Behavior management policy," p 24
- Section 61 "Behavior management policy," p 24
- Section 62 "Behavior management policy," p 24
- Section 63 "Behavior management policy," p 24
- Section 64 "Behavior management policy," p 24
- Section 65 "Behavior management policy," p 24
- Section 66 "Behavior management policy," p 24
- Section 67 "Behavior management policy," p 24
- Section 68 "Behavior management policy," p 24
- Section 69 "Behavior management policy," p 24
- Section 70 "Behavior management policy," p 24
- Section 71 "Behavior management policy," p 24
- Section 72 "Behavior management policy," p 24
- Section 73 "Behavior management policy," p 24
- Section 74 "Behavior management policy," p 24
- Section 75 "Behavior management policy," p 24
- Section 76 "Behavior management policy," p 24
- Section 77 "Behavior management policy," p 24
- Section 78 "Behavior management policy," p 24
- Section 79 "Behavior management policy," p 24
- Section 80 "Behavior management policy," p 24
- Section 81 "Behavior management policy," p 24
- Section 82 "Behavior management policy," p 24
- Section 83 "Behavior management policy," p 24
- Section 84 "Behavior management policy," p 24
- Section 85 "Behavior management policy," p 24
- Section 86 "Behavior management policy," p 24
- Section 87 "Behavior management policy," p 24
- Section 88 "Behavior management policy," p 24
- Section 89 "Behavior management policy," p 24
- Section 90 "Behavior management policy," p 24
- Section 91 "Behavior management policy," p 24
- Section 92 "Behavior management policy," p 24
- Section 93 "Behavior management policy," p 24
- Section 94 "Behavior management policy," p 24
- Section 95 "Behavior management policy," p 24
- Section 96 "Behavior management policy," p 24
- Section 97 "Behavior management policy," p 24
- Section 98 "Behavior management policy," p 24
- Section 99 "Behavior management policy," p 24
- Section 100 "Behavior management policy," p 24

Child Abuse, pp 16-18  
Child Welfare, pp 13-16  
Duty of Confidentiality, pp 4-8  
Dismissal and salary reduction, p 27  
Job transfers and changes, p 28  
Constructive termination or dismissal, p 25-26  
Laying the employee "off" with it, p 25  
General statement of employer, p 23  
Discriminating an employee, pp 16-21  
General statement, pp 13-14

**SAULT COLLEGE  
ABUSE AND FAMILY VIOLENCE  
HSC 300  
GRADE RECORD**

ECE PROGRAM  
FALL 1995  
INSTRUCTOR: BEV BROWNING  
ASSIGNMENT

	GRADE	ACCUMULATED GRADE
1. TESTS		
#1,date: Oct 18 /10%	/10%	
#2,date: Dec 20 /15%	/25%	
2. WORKSHOP OUTLINES	/25%	/50%
due: Nov 8		
3. CENTRE POLICIES	/25%	/75%
due: Dec 6		
4. MODULE		
UNITS I & II /15%	/90%	
due: Oct 11		
UNITS III & IV	/10%	/100%
due: Nov 29		

**DAY CARE AND THE LAW**

For relevant passages pertinent to the development of centre policies, see the following:

- ch 8. Section 1, "Serious occurrence", p 15
  - Section 3, Supervisors responsibility, p 17
  - Section 30, Daily written record, p 21
  - Section 35, Written policies, serious occurrences, p 22
  - Section 44, Behaviour management, p 24
  - Section 45, Prohibited conduct, p 24
  - Section 46, Behaviour management policies, p 24
  - Section 47, PHDC monitoring, p 24
- ch 1. Sexual harassment, pp 12-14
  - Dismissing an employee, pp 16-21
  - Sexual harassment of another employee, p 23
  - Letting the employee "get away with it", p 25
  - Constructive termination or dismissal, p 25-26
  - Job transfers and changes, p 26
  - Demotion and salary reduction, p 27
  - Damages for mental distress, p 29-31
- ch 4. Child Welfare, pp 13-16
  - Child Abuse, pp 16-18
- ch 6. Duty of Confidence, pp 8-9

