

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Abuse and Family Violence

CODE NO.: HSC 300 - 3

SEMESTER: VI

PROGRAM: Child and Youth Worker

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DATE: January 1996

PREVIOUS OUTLINE: N/A

NEW: X

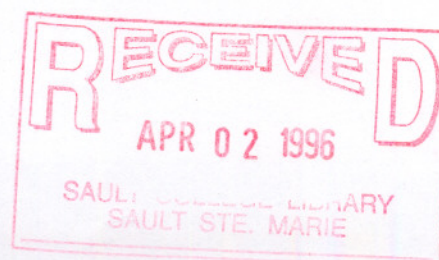
REVISED:

APPROVED:

Kitty DeRosario
Kitty DeRosario, Dean
School of Human Sciences and
Teacher Education

Jan 10/96
Date

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



PHILOSOPHY/GOALS

Child Abuse intervention and treatment are viewed as the responsibility of every individual. Abuse of children often occurs within the larger system of family violence. Wife battering is a crucial element of this system and will be examined as a pertinent social issue. The cyclical and transactive nature of violence will also be addressed that includes the partner relationship and its effects on the child. The application of conflict resolution skills to the family interaction can replace dysfunctional patterns. The community response initiatives and the larger social policies will also be studied.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. demonstrate his/her understanding and background knowledge in regards to abuse and neglect issues resulting in a working definition of child abuse.
2. discuss the statistics which estimate the incidence of abuse within society and the current laws governing reporting procedures.
3. recognize the major causal factors of abuse/neglect and formulate treatment plans in response to various scenarios/case studies
4. recognize indicators of abuse/neglect
5. demonstrate interviewing techniques appropriate to parent(s) and children respectively
6. collect and record pertinent information about children and their families when an abusive situation is suspected as well as reporting procedures.
7. assume responsibility for the treatment and prevention of abuse and neglect as a Child and Youth Worker (Human Services Worker) professional.
8. describe abuse in institutional settings and suggest preventative action to decrease/stop occurrences.
9. recognize and articulate issues of Partner Assault and the impact for children who witness violence.
10. demonstrate knowledge of elder abuse as part of the cycle of violence.
11. be able to identify and access the appropriate community resources as they relate to the problems of violence.

TOPICS TO BE COVERED

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 & Youth Worker's Professional Role
8. Abuse in Institutional Settings
9. Elder Abuse
10. Community Response and Social Policies

LEARNING ACTIVITIES

- 1.0 **Background Knowledge of Abuse**
Upon successful completion of this module the student will be able to:
 - 1.1 express his/her feelings about abuse.
 - 1.2 indicate modes of conflict resolution prevalent in personal history.
 - 1.3 develop an appreciation for the multiple levels on which child abuse may occur
 - 1.4 define abuse/neglect as it applies to children, youth, adults and the elderly

- 2.0 **Estimating the Incidence of Abuse in Society**
Upon successful completion of this module the student will be able to:
 - 2.1 identify the problems involved in estimating the "true" incidence of child abuse
 - 2.2 appreciate and be aware of current laws governing reporting of suspected abuse and understand the effect of reporting laws and other factors which influence report statistics.
 - 2.3 examine factors that may lead to under reporting and actions to be initiated to encourage responsible reporting

REQUIRED RESOURCES

Text: A Handbook for the Prevention of Family Violence
Chpt. 1

Complete questionnaire #1

Text: A Handbook for the Prevention of Family Violence,
Chpt. 2

Handouts: Helping Others -
The cost of Violence

2. CFSA

LEARNING ACTIVITIES

- 3.0 Causal Factors in Abuse**
Upon successful completion of this module the student will be able to:
- 3.1 identify major sets of variables or causes that have been causes of abuse
 - 3.2 discuss and give examples of psychological and personality factors, child-related risk factors, dynamics of parent-child interaction, familial/environment stressors, cultural/subcultural values
 - 3.3 identify multiple causal factors when presented with a case study
- 4.0 Identification of Abuse/Neglect**
Upon successful completion of this module the student will be able to:
- 4.1 recognize indicators of abuse; physical, emotional, sexual, neglect
- 5.0 Documenting and Reporting of Abuse and Neglect**
Upon successful completion of this module the student will be able to:
- 5.1 collect and record pertinent information in regards to children, families, caretakers suspected of abuse
 - 5.2 identify proper reporting procedures according to legislation
- 6.0 Treatment and Prevention of Abuse; The Child and Youth Worker's Professional Role**
Upon successful completion of this module the student will be able to:
- 6.1 define and give examples of primary prevention, secondary prevention and tertiary prevention.
 - 6.2 list agencies/resources available in Sault Ste. Marie for treatment and prevention efforts
 - 6.3 state the major goals of treatment approaches
 - 6.4 list major responsibilities of CAS's as mandated by law
 - 6.5 identify problems local CAS face in their intervention efforts
 - 6.6 explore interagency cooperation issues

REQUIRED RESOURCES

Activities: discussion handouts

Assignment: Case study; #1 & #2 identify multiple causal factors

Text: A Handbook for the Prevention of Family Violence
Chpt. 4

Activities: discussion of assigned readings and handouts

Text: A Handbook for the Prevention of Family Violence
Chpt. 6

Role-play

Text: A Handbook for the Prevention of Family Violence
Chapt. 7

Activities: discussion of assigned readings and handouts

LEARNING ACTIVITIES

7.0 Abuse in Institutional Settings

Upon successful completion of this module the student will be able to:

- 7.1 define abuse in institutional settings
- 7.2 apply preventative action to prevent/decrease abuse
- 7.3 list major causes of institutional abuse
- 7.4 summarize issues/causes surrounding dating violence
- 7.5 identify risk factors for youth in regards to dating violence

8.0 Wife Assault and the Effects on Children Who Witness

Upon successful completion of this module the student will be able to:

- 8.1 recognize and understand the varying terms used to describe wife assault
- 8.2 define wife assault fully and completely
- 8.3 list the main points that highlight the magnitude of this problem
- 8.4 differentiate between facts and myths re: wife assault
- 8.5 describe current theories that explain this phenomenon
- 8.6 recognize common characteristics of men who assault
- 8.7 explain the cycle of violence
- 8.8 present intervention and treatment methodologies to address this issue
- 8.9 identify the effects on children who witness wife assault
- 8.10 list the characteristics of violent marriages and families
- 8.11 state observable behaviours that may be seen in pre-schoolers, school-aged and adolescent children
- 8.12 demonstrate intervention techniques to ensure safety of children, mom
- 8.13 discuss preventative programs that would address these issues

9.0 Elder Abuse

Upon successful completion of this module the student will be able to:

- 9.1 define and recognize indicators of abuse
- 9.2 explain theories regarding elder abuse
- 9.3 determine common characteristics of the victim and the abuses
- 9.4 identify intervention techniques and therapies

REQUIRED RESOURCES

Text: A Handbook for the Prevention of Family Violence Chapter 8

Activities: discussion of readings

Film

Text: A Handbook for the Prevention of Family Violence Chpt. 9

Activities: discussion of readings and Group Presentation

Guest Speaker

Text: A Handbook for the Prevention of Family Violence Chpt. 5, 7, 8

LEARNING ACTIVITIES

- 9.5 give examples of preventative measures that could be implemented
- 9.6 role of the school and family violence in literature (presentations) (group A & B)
- 9.7 media violence & children and from family peace to world peace - making the connection

REQUIRED RESOURCES

Activities: discussion of readings, Group Presentation

METHODS OF EVALUATION

A final grade will be derived from the following:

Journal Article Review	10%
Reaction Paper	10%
Group Presentation	30%
Participation (attendance/punctuality)	15%
Exam #1	15%
Exam #2	20%
Total	100%

Journal Article Review: Each student will provide a brief review of one article from the vertical files or professional journals (no magazines) on CHILD ABUSE located in the College L.R.C. Articles from newspapers **will not** be accepted. Outside libraries may be searched as well. Article chosen must have a published date no earlier than 1986. The summary of the article is to be brief (1-2 pages, handwritten, double-spaced). Additionally, one half of the paper must include personal impressions. Reports should clearly identify the title, author, source, date of article and submission date in A.P.A. style. All reports are due on _____.

Group Presentation: Each group (to be formed in class) will be assigned a chapter of the text or a topic which is approved by the instructor. The group will be responsible for elaborating on the chapter or topic assigned, answering questions of the instructor and class. Dates will be assigned for group presentations. If any members are absent a grade of zero will result and the group presentation will continue with those members present on the assigned date.

A typewritten detailed report summarizing the **main content** of the presentation is due on the day of the presentation. (Worth 5% of the mark)

* No late reports will be accepted.

Group Presentation date: _____

Reaction Paper: Each student will prepare a brief reaction paper to the text: "Don't: A Woman's Word" **DUE:** _____

Exam #1: _____

Exam #2: _____

Students are required to complete all assignments, and reports on time. Lates (other than substantiated emergencies) will be docked **5 marks per day late** (i.e. overnight). a voice mail left on Ext. 545 is necessary with the date and time when the assignment is placed in my college mailbox for the assignment to be accepted.

Students are required to keep a copy of all assignments submitted to the instructor.

REQUIRED STUDENT RESOURCES

- a. Provided by the College: Relevant handouts, films and videos if applicable; the Learning Resources Centre.
- b. Provided by the student:
 1. Danica, E. (1988). Don't: A Woman's Word, Charlottetown, P.E.I.: Gynergy.
 2. The Community Child Abuse Council of Hamilton-Wentworth (1990). A Handbook for the Prevention of Family Violence (Child Abuse, Wife Assault and Elder Abuse). Seldon Printing Ltd. Hamilton, Ontario

Buddy System – please establish liaison with a HSC 300 student and their contact number to correspond and communicate course material, notes, handouts, test dates, course changes, assignments, etc. This is **your** responsibility.

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

TEST POLICY

All tests must be written at the assigned time. If you are unable to attend due to illness or an emergency, the instructor must be notified prior to test time. A message can be left on voice mail if the instructor is unavailable. The instructor may allow the student to write the test before the next scheduled class. Please make arrangements for a suitable time. Failure to follow these steps will result in a grade of (zero) for the test.

GRADING POLICY

- 90 - 100% = A+
- 80 - 89% = A
- 70 - 79% = B
- 60 - 69% = C
- BELOW 60% = R

SPECIAL NOTE

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.

REQUIRED STUDENT RESOURCES

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- 2. Provided by the student:
 1. Danka, E. (1985). *Don't: A Woman's World*. Chatham, N.J.: Corgi.
 2. The Community Child Abuse Council of Hamilton-Westworth (1993). *A Handbook for the Prevention of Family Violence (Child Abuse, Wife Assault and Elder Abuse)*. Schen Printing Ltd. Hamilton, Ontario.

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