

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: ABUSE & FAMILY VIOLENCE
CODE NO. : HSC300 **SEMESTER:** THREE
PROGRAM: EARLY CHILDHOOD EDUCATION
AUTHOR: Bev.browning@saultc.on.ca ; x438
DATE: Aug/01 **PREVIOUS OUTLINE DATED:** Aug/00

APPROVED:

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

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For additional information, please contact Judi Maundrell, Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689

Course Name

Code No.**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. A web-based format will be used for some assignments and for course notes.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify Historical, Cultural and Sociological Antecedents to Intra-family Violence and differentiate between forms of abuseElements of the Performance:

- *Examine how personal feelings and values influence our effectiveness in working with abused children*
- *Examine historical, sociological and religious beliefs which influence attitudes and behaviours towards children and others*
- *Differentiate between various forms of abuse and provide legal definitions for these*
- *Outline the predominant causal models which underlie abuse*
- *Outline the elements of the cycle of violence and describe ways for breaking this cycle*
- *Discuss the incidence of various forms of abuse and identify how to interpret statistics on family violence*

2. 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.

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- *Investigate the legislation pertaining to various types of abuse*
- *Outline procedures for reporting suspicions of abuse*
- *Describe the policies and protocol to be established for dealing with reports within agencies*
- *Examine how to handle allegations of abuse*
- *Formulate methods for dealing with disclosures of abuse*

3. **Identify the indicators and effects of various forms of abuse and outline the characteristics of abusive/neglectful parents.**

Elements of the Performance:

- *Differentiate between poor parenting and neglect.*
- *Examine the impact of emotional abuse*
- *Differentiate between child sexual abuse and incest*
- *Compare the various profiles proposed for sexual offenders of children*
- *Recognize triggers for violence in dating relationships*
- *Determine the factors which contribute to elder abuse*

4. **Describe the Impact on Child Victims And/or Witnesses of Violence and Evaluate a Variety of Prevention and Intervention Methods**

Elements of the Performance:

- *Describe the characteristics of violent homes*
- *Measure the effects of various forms of abuse on child victims*
- *Assess the impact of witnessing abuse on later adjustment*
- *Describe various prevention programs designed to empower young children*
- *Assess how prevention and intervention programs can be used effectively*

5. **Explain How Power and Control Imbalance Results in Continuing Patterns of Violence.**

Elements of the Performance:

- *Examine current theories which explain why men assault their partners*
- *Discuss the complex reasons for why women remain in abusive situations*
- *Outline the nature of husband abuse*
- *Describe the escalation of violence faced by victims of abuse*

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6. **Outline support and prevention efforts to reduce the incidence and effects of all forms of abuse**

Elements of the Performance:

- *Propose various methods of support and intervention for abused victims and their abusers*
- *Determine methods of realigning societal values and socialization practices*

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 Violence; Physical Child Abuse & Partner Abuse
4. Cycles of Violence
5. Establishing Child Care Policies to Deal with Disclosures and Allegations of Abuse
6. The Impact of Violence on Children
7. Other Forms of Abuse: Emotional Abuse & Neglect; Child Sexual Abuse
8. Other Forms of Abuse: Elder; and Dating Violence
9. Empowering Children
10. Resources Available to Victims and Abusers
11. The Criminal Justice System
12. Advocating Social Change

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IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. *Handbook for the Prevention of Family Violence: Child Abuse, Wife Assault and Elder Abuse*; Community Child Abuse Council of Hamilton Wentworth; ISBN-1-895616-01-8
2. *Family Violence Self-Paced Learning Modules on Web-CT*
3. *Child Abuse: How to Handle Allegations Against the Child Care Provider - Prevention Strategies*, Manitoba Child Care Association, 1992; EARB314
4. *Child Abuse Handbook; AECE, O*
5. *Day Care and the Law*, M. Bogorooch-Ditkofsky, Umbrella Day Care Services; ISBN:0-9694490-2-X
6. *Day Nurseries Act*: Revised Statutes of Ontario, 1990

V. EVALUATION PROCESS/GRADING SYSTEM:

Course learning outcomes will be determined on the basis of the following:

1. CHILD CARE POLICIES	25%
2. FAMILY VIOLENCE SELF-PACED LEARNING UNITS	25%
3. TESTS	30%
4. CARE FOR KIDS WORKSHOP & FOLLOW-UP	15%
5. FAMILY VIOLENCE INTERVIEW/SURVEY	5%
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	100%

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EVALUATION PROCESS DESCRIPTION:**CHILD CARE CENTER POLICIES - 25% : DUE November 23rd**

Using the DNA as a guide, along with the required texts for this course, develop policies for *your prospective child care centre* (this is a prelude/component of the course requirements for ED 266 - Administration, in 4th semester). Also, review the sections in the text [Day Care and the Law](#) for relevant passages. Review the [Policies Evaluation](#) for the required components.

FAMILY VIOLENCE SELF-PACED LEARNING UNITS: I-V = 5% each;
See course schedule for due dates

TESTS - 30%

Achievement of learning outcomes will be measured by mandatory testing as follows:

Test #1 (15%): **October 18th, 2000**
Test #2 (15%): **December 13th, 2000**

CARE FOR KIDS PREVENTION WORKSHOP - 10%

Students will attend a child abuse prevention workshop on "Care for Kids" presented by the Algoma Health Unit, on Tuesday, September 26th, 2000. Specifics to follow.

Location: Trinity Centre, Cara Community Corp

Time: 9:00 am to 4:00 pm

FOLLOW-UP ASSIGNMENT: due no later than
Thursday, October 12th, 2000 (5%)

RESPONSES MUST BE TYPED!

Alternate Assignment:

ABUSE AWARENESS [WORKSHOP SERIES](#) - due Nov 2nd, 2000 - 15%

ABUSE AND FAMILY VIOLENCE INTERVIEW/SURVEY - 5%

See the [Survey/Interview procedures and evaluation scheme](#). **DUE: Sept. 22nd**

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00

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CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field placement or non-graded subject areas.
U	Unsatisfactory achievement in field placement or non-graded subject areas.
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

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.

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

VII. PRIOR LEARNING ASSESSMENT:

Not Yet Available

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.