

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Child Abuse

COURSE NO.: ED 215-3

PROGRAM: Early Childhood Education

SEMESTER: Four

DATE: January 1991

AUTHOR: Karen DeLuco

New: _____ Revision: X

APPROVED: _____

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

DATE: _____

Jan 3/91

Child Abuse (ED 215)
Instructor: K. DeLuco

COURSE PHILOSOPHY

This course is designed to assist students in gaining: therapeutic, attitudes towards abusers; a feeling for the importance of working with other professionals and with community groups; and self-confidence in their ability to respond appropriately in abuse cases.

COURSE OBJECTIVES

1. To provide students with basic "background knowledge" on the subject of child abuse - eg. definitional problems, current estimates of the incidence of child abuse and a multiple-factor model for understanding the causes of child abuse.
2. To prepare students who will be working with children and their families for their critical role in the early identification and referral of families in which abuse is suspected or deemed to be a high risk.
3. To prepare students to work in multi-disciplinary effort around issues of assessment and treatment.

TEXT

1. Kempe, R.S. and Kempe, C.H.: CHILD ABUSE, Massachusetts: Harvard University Press, Cambridge, 1978.

SYLLABUS

Week 1

- A. **Introduction to the Course**
 - Course Content
 - Description of Assignments
- B. **Introduction to Child Abuse**
 - Historical Background
- C. Readings: K & K - Ch. 1

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Week 2

- A. **Defining Child Abuse**
- B. **Etiology of Abuse**
 - Attitudes towards abuse
 - Intro. to dynamics of abuse and neglect
- C. Readings: K & K - Ch. 2

Week 3 & 4

- A. **Causal Factors in Child Abuse**
 - More on the dynamics of abuse and neglect
 - cycle of abuse
- B. Readings: K & K - Ch. 3

Week 5

- A. **The Identification Sequence**
 - High Risk Indicators
 - Case Studies
- B. **Documentation of Abuse and Neglect**
- C. **A/V Presentation of Physical Abuse**
 - Slides
- D. Readings: K & K - Ch. 11

Week 6

- A. **Intervention**
 - The Law
 - Legal Issues
- B. **Reporting**
 - Incidence
 - Registry
- C. Readings: K & K - Ch. 5 & 10

Week 7

- A. **Role of Professionals**
 - the role of professionals in detection, prevention and treatment

Week 8

- A. **Interviewing the Parents and child**
 - Social Worker Interview

Week 9

- A. **Treatment: Role of C.A.S. in the community**
 - The abusive parent
 - Therapeutic goals & methods - who is treatable?
 - Self-help groups

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Week 10 & 11

A. **Treatment**

- The Abused Child
- Effects of Abuse of Children:
 1. Physical
 2. Emotional
 3. Development

Week 12 & 13

A. **Sexual Abuse**

- Types of Sexual Abuse
- Definition
- Incidence
- Indicators

B. **Physical Neglect**

- Definition
- Indicators

C. **Emotional Abuse**

- Definition
- Indicators

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Week 14

A. REVIEW

B. Test #2

ASSIGNMENTS

Students are responsible for text material, notes and case studies. Articles of special significance will be distributed from time to time.

JOURNAL

Students will critically summarize a minimum of 15 articles on the topic of child abuse. These will be obtained from newspapers, magazines, and journals. (3 different sources) These will be submitted on 15.2 X 10.2 cm. (6 X 4) cards.

Students will:

- a) Summarize the main points
- b) Discuss the significance on an individual and a societal basis, and
- c) Propose a course of action or possible solution

EVALUATION

Test #1	Dates T.B.A.	25%
Test #2	"	35%
Journal		15%
Oral Report		10%
Attendance/Participation		15%
Total		<hr/> 100%

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POLICY REMINDERS

1. **Tests**
Students must complete all tests. Students must call prior to test time to notify of illness and make alternate arrangements for testing.
2. **Assignments**
Students must complete assignments & submit to the teacher at the class on the due date. If an extension has been arranged then the student will staple the appropriate signed request to the assignment when submitted in person to the teacher.
3. **Classes**
Regular attendance is expected.

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.

GRADING POLICY

90 - 100 = A+
80 - 89 = A
70 - 79 = B
60 - 69 = C
Below 60 = R (Repeat)