

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: PATTERNS AND IMPACTS OF FAMILY ABUSE
CODE NO. : NSW204 **SEMESTER:** Fall
PROGRAM: Social Services Worker-Native
AUTHOR: Michelle Proulx
DATE: Sept. 09 **PREVIOUS OUTLINE DATED:** Sept. 08
APPROVED: "Angelique Lemay"

CHAIR

DATE

TOTAL CREDITS: 2
PREREQUISITE(S): none
HOURS/WEEK: 3hrs /week for 9 weeks

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

Abuse within families may occur in relationships with elders, children and/or partners. Students will become familiar with the dynamics of abusive relationships, cycles of violence and recovery, and types/characteristics of family abuse. The Child and Family Services Act provides guidance for professionals and services working with violence within the family. Students will recognize the need for advocacy by understanding the impacts, patterns and services of abuse within families.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Communicate and apply key pieces of relevant legislation to areas of family violence.

Potential Elements of Performance

1. Access and accurately interpret, in everyday language the Child and Family Services Act
2. Discuss and demonstrate the interdependent relationship between legislation and the social service field
3. Adhere to and apply relevant legislation for the benefit of individuals, families and communities
4. Advocate, network and liaise between First Nations communities and external sources, services and agencies to ensure best practices with respect to relevant family legislation

2. Identify and assess the patterns, impacts and dynamics of child maltreatment.

Potential Elements of the Performance:

- a. Recognize the effects of child maltreatment on child development
- b. Utilize appropriate assessment tools for types, symptoms and effects of child neglect, physical, sexual and psychological abuse
- c. Characterize the physical symptoms and behavioural indicators of physical abuse.
- d. Profile social functioning and issues of parents who are physically abusive
- e. Categorize the progression, phases and types of sexual abuse
- f. Compare and contrast intrafamilial and extrafamilial sexually abusive patterns, profiles and dynamics
- g. Define psychological abuse and its impacts
- h. Advocate, in an informed manner, for best practices in service implementation, cooperation and substitute care for families and communities experiencing violence

3. Identify and assess the patterns, impacts and dynamics of intimate partner violence.

Potential Elements of the Performance:

- a. Demonstrate an understanding of the ongoing cycle of violence and its impact on interpersonal relationships
- b. Distinguish between types of abuse and their impacts on individuals, families and communities.
- c. Connect the realities of partner violence with its effects on children in the family
- d. Recognize the essential aspects of safety planning
- e. Profile issues and dynamics of perpetrators of intimate partner violence
- f. Apply sources, referral skills and services for reclaiming of self for families who have experienced violence

4. Identify and assess the patterns, impacts and dynamics of elder abuse.

Potential Elements of the Performance:

- a. Construct a personal and professional understanding of the dynamics of family violence
- b. Categorize the various types of elder abuse
- c. Recognize the related issues and family dynamics that may lead to or result from elder abuse
- d. Identify ethical and legal issues relevant to working with families who experience violence.

III. TOPICS:

1. Related Legislation

- Child and Family Services Act: Child Protection, Duty to Report, Relevant portions of The Divorce Act, Children's Law Reform Act, , Restraining Orders and Peace Bonds

2. Child Maltreatment

- Effects on Development and Attachment
- Neglect
- Physical Abuse
- Sexual Abuse
- Psychological Abuse
- Substitute Care (Foster Care, Customary Care etc)

- 3. **Partner Violence**
 - Cycle of Violence
 - Types of Abuse and Impacts of Abuse
 - Effects on Children
 - Profiles of Perpetrators
 - Safety Planning
 - Reclaiming Self

- 4. **Elder Abuse**
 - Types of Abuse
 - Related Issues and Impacts
 - Family Dynamics

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Understanding Child Abuse and Neglect by C. Crosson-Tower (7th ed.) Pearson Allyn and Bacon

When Love Hurts: A Guide to Understanding Abuse in Relationships by J. Cory and K. McAndless-Davies, Women Kind Press

Child and Family Services Act (and other relevant provincial legislation available on line from <http://www.e-laws.gov.on.ca>).

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Video Report #1	25%
2. Elder Abuse Paper	25%
3. Take Home Test	25%
4. Video Report #2	25%
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Total	100%

1. Video Reports

Students will write two separate 3 – 5 page reports after viewing in-class videos. The videos will cover family violence issues. The paper will include a summary of the video, identify and relate the family issues to material covered in the class and in the text and will personal reaction. As students relate class material the textbook and other sources, a proper reference page and in paper citations in APA style is required. Specifics to be provided.

2. Take Home Test:

The take home test will consist of a series of questions and scenarios to demonstrate the student's knowledge and application of course material. The test will be a comprehensive overview of the topics covered over the semester.

3. Elder Abuse Paper

Students are to research (using books, internet and personal interview sources) the issues involved in and related to elder abuse. Students must hand in a 3-5 page APA formatted paper (double –spaced, 12 font) defining elder abuse, the different types of elder abuse and the issues and family dynamics involved in elder abuse. The paper should include any programs or initiatives in place to address this problem and identify local agencies or services that could assist those dealing with elder abuse.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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 and Participation

Attendance and participation are important to the student's learning experience. Significant learning takes place in the classroom through interactive learning. You are expected to attend class regularly. If you are unable to attend class you must contact the instructor. **Students who miss more than 40% or more of the scheduled classes will obtain a failing grade.** It is the student's responsibility to make up any work that has been missed.

Late Assignments

All assignments are to be handed in on the due date and are to be typewritten and handed into the instructor at the beginning of class. Any late assignments will be deducted 1% per day for up to a total of 5 days. Assignments submitted after 5 days will not be accepted.

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.