

**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. :** NSW 207 **SEMESTER:** 3

**PROGRAM:** Social Service Worker-Native Specialization  
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

**AUTHOR:** Lisa Piotrowski

**DATE:** March '12 **PREVIOUS OUTLINE DATED:**

**APPROVED:** "Angelique Lemay" Jan/12

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**DEAN** **DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** none

**LENGTH OF COURSE:** 15 weeks

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School of Community Services and Interdisciplinary Studies  
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## 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 (7<sup>th</sup> 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	15%
2. Elder Abuse Research Paper	25%
3. Take Home Test	25%
4. Video Report #2	25%
5. Attendance and Participation	<u>10%</u>
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 provide personal reaction. As students relate class material to 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. Students will be provided with a several scenarios and will be required to complete a combination of responding to questions, analyzing and assessing the information and formulating a plan of service/action in reaction to the information presented.

## 3. Elder Abuse Research 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.

## 4. Attendance and Participation

10% Attendance/Participation

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes MOODLE and email programs to communicate with professor and manage course material

### Rating Scale:

0: did not meet the expectation

1: minimally met expectation with significant improvement recommended

2: met expectation with improvement recommended

3: satisfactorily met expectation

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	0.00

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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## VI. SPECIAL NOTES:

### Submission of Assignments

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor **prior to the due date** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 2% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

### Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

### 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.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.