



## COURSE OUTLINE: CYC254 - ABUSE AND VIOLENCE

Prepared: Child and Youth Care Faculty

Approved: Karen Hudson, Dean, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CYC254: ABUSE AND FAMILY VIOLENCE
<b>Program Number: Name</b>	1065: CHILD AND YOUTH CARE
<b>Department:</b>	CHILD AND YOUTH WORKER
<b>Academic Year:</b>	2024-2025
<b>Course Description:</b>	Child and youth abuse identification and interventions are viewed as the responsibility of every individual. Abuse of children often occurs within the larger system of family violence. Impact of socialization and prevention programs will be examined as pertinent social issues. Assessment, treatment and prevention techniques and programs will be examined including conflict resolution skills.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	OEL805
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1065 - CHILD AND YOUTH CARE</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Develop and maintain therapeutic relationships with children, youth and their families, respecting their unique life spaces, and applying the principles of relational practice to meet their needs
	VLO 2 Assess the strengths, developmental and holistic needs of children, youth and their families, using methods grounded in theoretical frameworks, research and therapeutic practices, to develop care and intervention plans.
	VLO 3 Develop and implement care and intervention plans appropriate for the therapeutic milieu using evidence-informed practices and research to provide support for children, youth, and their families.
	VLO 4 Use equitable and inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks, as well as cultural humility, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by children, youth and their families.
	VLO 5 Advocate for, and in solidarity with, children, youth, their families and communities through their participation in the development and implementation of care and intervention plans that uphold their rights.
	VLO 6 Employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice.
	VLO 7 Engage in self-inquiry, relational inquiry and critical reflection to develop strategies



	<p>for learning and the practice of self-care, as a practitioner.</p> <p>VLO 9 Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.</p> <p>VLO 12 Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in LGBTQ2+ and disabled communities, by identifying systemic inequities and barriers, integrating practices such as trauma-informed care, and respecting their inherent rights to self-determine.</p>								
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>								
<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>								
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Develop awareness of the magnitude and a working knowledge of Abuse and Family Violence, including insight as to why individuals remain in an abusive relationship</td> <td>           1.1 Demonstrate his/her understanding and background knowledge in regards to abuse and neglect issues resulting in a working definition of child abuse            1.2 Discuss the statistics, which estimate the incidence of abuse within society and the current laws governing reporting procedures            1.3 Recognize the major causal factors of abuse/neglect and formulate treatment plans in response to various scenarios/case studies            1.4 Recognize indicators of abuse/neglect            1.5 Determine reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection, in accordance with the Ontario Child, Youth and Family Services Act         </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Plan and implement</td> <td>2.1 Demonstrate appropriate interviewing techniques, applying</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Develop awareness of the magnitude and a working knowledge of Abuse and Family Violence, including insight as to why individuals remain in an abusive relationship	1.1 Demonstrate his/her understanding and background knowledge in regards to abuse and neglect issues resulting in a working definition of child abuse 1.2 Discuss the statistics, which estimate the incidence of abuse within society and the current laws governing reporting procedures 1.3 Recognize the major causal factors of abuse/neglect and formulate treatment plans in response to various scenarios/case studies 1.4 Recognize indicators of abuse/neglect 1.5 Determine reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection, in accordance with the Ontario Child, Youth and Family Services Act	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Plan and implement	2.1 Demonstrate appropriate interviewing techniques, applying
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	interventions using evidence-informed practices that promote resiliency and enhance development in children, youth and their families	principles of relational practice and the use of life space interviewing 2.2 Collect and record pertinent information about children and their families when an abusive situation is suspected as well as reporting procedures, in accordance with the Ontario Child, Youth and Family Services Act
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	3. Gain knowledge of the treatment issues for battered women and men and for children who witness or experience violence themselves, or elders	3.1 Describe abuse in home and in institutional settings and suggest preventative action that maintains an anti-oppression perspective 3.2 Articulate the impact for children who witness Partner Assault and violence, 3.3 Demonstrate knowledge of abuse of special populations (e.g. LGBT, elderly, Demonstrate knowledge and application of treatment for children and persons who have been victims of abuse or neglect

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignments	30%
Skills Demonstration	15%
Tests	55%

**Date:**

December 3, 2024

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

