

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	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:

This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

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%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
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: 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:

Distribution and Submission of Assignments

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

Distribution of Assignments

- Campus schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.
- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.
- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.
- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations contact their faculty through e-mail to seek clarification.
- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

Submission of Assignments

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.
- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

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 use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

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 arrivals 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 behavior impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

Participation and 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.

Students will be graded on attendance for on campus and centra classes. Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester. Each evaluation s worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

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 the 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

1. 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.
2. 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.
3. 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.

4. Accessibility 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 Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:
The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) communication tool.

***MOODLE is the online course management system used by OSHKI.
This will be the student's main source for course information.***

6. Academic Dishonesty:
Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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.
7. Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.
8. 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>.
9. Recording 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.