

I. COURSE DESCRIPTION:

Child abuse intervention and treatment are now generally seen as the responsibility of every individual. Spousal abuse also needs to take the forefront as a crucial social issue. By examining the ways that families and individuals resolve conflict, students will learn that non-violent behaviours can replace dysfunctional patterns. Learning constructive ways of coping with stress, anger and conflict can become a deterrent to the family violence phenomenon. Students will examine the complex factors and conditions which contribute to various forms of abusive situations within the family. Causes for various forms of violence, reporting procedures, and intervention strategies are examined as well. A web-based format will be used for assignments and course notes.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, along with the assistance of an Integrative Educational Assistant, will demonstrate the basic ability to:

1. *Identify Historical, Cultural and Sociological Antecedents to Intra-family Violence and differentiate between forms of abuse***Potential Elements of the Performance:**

- Examine how personal feelings and values influence our effectiveness in working with abused children
- Examine historical, sociological and religious beliefs which influence attitudes and behaviours towards children and others
- Differentiate between various forms of abuse and provide legal definitions for these
- Outline the predominant causal models which underlie abuse
- Outline the elements of the cycle of violence and describe ways for breaking this cycle
- Discuss the incidence of various forms of abuse and identify how to interpret statistics on family violence

2. ***Outline One's Professional Role in the Early Identification, Prevention/Intervention and Referral Of Families in Which Abuse Is Suspected or Deemed to Be a High Risk.***

Potential Elements of the Performance:

- Investigate the legislation pertaining to various types of abuse
- Outline procedures for reporting suspicions of abuse
- Describe the policies and protocol established for dealing with reports of abuse
- Examine how to handle allegations of abuse
- Formulate methods for dealing with disclosures of abuse
- Examine the influence of violence in our culture

3. ***Identify the indicators and effects of various forms of abuse and outline the characteristics of abusive/neglectful parents.***

Potential Elements of the Performance:

- Differentiate between poor parenting and neglect.
- Examine the impact of emotional abuse
- Differentiate between child sexual abuse and incest
- Compare the various profiles proposed for sexual offenders of children
- Recognize triggers for violence in dating relationships
- Determine the factors which contribute to elder abuse

4. ***Describe the Impact on Child Victims And/or Witnesses of Violence and Evaluate a Variety of Prevention and Intervention Methods***

Potential Elements of the Performance:

- Describe the characteristics of violent homes
- Measure the effects of various forms of abuse on child victims
- Assess the impact of witnessing abuse on later adjustment
- Describe various prevention programs designed to empower young children
- Assess how prevention and intervention programs can be used effectively

5. *Explain How Power and Control Imbalance Results in Continuing Patterns of Violence.*

Potential Elements of the Performance:

- Examine current theories which explain why men assault their partners
- Discuss the complex reasons for why women remain in abusive situations
- Outline the nature of husband abuse
- Describe the escalation of violence faced by victims of abuse

6. *Outline support and prevention efforts to reduce the incidence and effects of all forms of abuse*

Potential Elements of the Performance:

- Propose various methods of support and intervention for abused victims and their abusers
- Determine methods of realigning societal values and socialization practices

III. TOPICS:

1. Personal Values and Self-analysis of Feelings Related to Abuse
2. Historical, Cultural and Sociological Practices and Beliefs Which Contribute to Intra-family Violence
3. Forms of Violence; Physical Child Abuse & Partner Abuse
4. Cycles of Violence
5. Legislation and Dealing with Disclosures and Allegations of Abuse
6. The Impact of Violence on Children
7. Other Forms of Abuse: Emotional; Neglect; Sexual; Elder; and Dating Violence
8. Empowering Children
9. The Criminal Justice System
10. Advocating Social Change

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

FOR ALL DISCIPLINES:

1. Handbook for the Prevention of Family Violence: Child Abuse, Wife Assault and Elder Abuse; Community Child Abuse Council of Hamilton Wentworth; ISBN-1-895616-01-8
2. Abuse and Family Violence Course Notes; available Sault College Campus Shop

ADDITIONAL FOR ECE's:

3. Child in Need of Protection; AECE, O
4. Day Nurseries Act: Revised Statutes of Ontario, February 2001

V. EVALUATION PROCESS/GRADING SYSTEM:

Course learning outcomes will be determined on the basis of the following:

1. ABUSE RESEARCH	25%
2. FAMILY VIOLENCE LEARNING MODULES (on WebCT)	20%
3. TESTS (2x15%)	30%
4. IN-CLASS COOPERATIVE ACTIVITIES	20%
5. FAMILY VIOLENCE SURVEY	5%
	<hr/> 100%

The following semester grades will be assigned to students in post-secondary courses:

<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:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

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.

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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**A. Tests may be modified in the following ways:**

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.