

I. COURSE DESCRIPTION:

Child abuse intervention and treatment are viewed as the responsibility of every individual. Abuse of children often occurs within the larger system of family violence. Wife battering is a crucial element of this system and will be examined as a pertinent social issue. The cyclical and transactive nature of violence will also be addressed that includes the partner relationship and its effects on the child. The application of conflict resolution skills to the family interaction can replace dysfunctional patterns. The community response initiatives and the larger social policies will also be studied.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. *Develop awareness of the magnitude and a working knowledge of Abuse and Family Violence.*

Elements of the Performance

- Demonstrate his/her understanding and background knowledge in regards to abuse and neglect issues resulting in a working definition of child abuse.
- Discuss the statistics which estimate the incidence of abuse within society and the current laws governing reporting procedures.
- Recognize the major causal factors of abuse/neglect and formulate treatment plans in response to various scenarios/case studies.
- Recognize indicators of abuse/neglect.

2. *Review the process of recording and interacting with individuals and gain insight as to why individuals remain in an abusive relationship.*

Elements of the Performance:

- Demonstrate interviewing techniques appropriate to parent(s) and children respectively.
- Collect and record pertinent information about children and their families when an abusive situation is suspected as well as reporting procedures.
- Assume responsibility for the treatment and prevention of abuse and neglect as a Child and Youth Worker (Human Services Worker) professional.

3. *Gain Knowledge of the treatment issues for battered women and men and for Children who witness or experience violence themselves, or elders.*

Elements of the Performance:

- Describe abuse in institutional settings and suggest preventative action to decrease/stop occurrences.
- Recognize and articulate issues of Partner Assault and the impact for children who witness violence.
- Demonstrate knowledge of abuse of special populations as part of the cycle of violence.

III. TOPICS:

1. Background Knowledge of Abuse
2. Estimating the Incidence of Abuse in Society
3. Causal Factors in Abuse
4. Identification of Abuse and Neglect
5. Interviewing Techniques
6. Documenting and Reporting of Abuse and Neglect
7. Treatment and Prevention of Abuse: The Child and Youth Worker's Professional Role
8. Special Populations (such as elders, siblings, homosexuals, persons with disabilities, etc.)
9. Community Resources

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Provided by the College:

Relevant handouts, films and videos if applicable; the Learning Resources Centre Books on reserve in the Library.

Provided by the Student:

1. Wallace, H. Family Violence. (3rd ed.). Needham Heights, MA. Allyn & Bacon.

Buddy System: Please establish liaison with an HSC 300 student and get their contact number to correspond and communicate course material, notes, handouts, test dates, course changes, assignments, etc.

Calendar: Mark in important dates, exams, assignments. Dates are tentative. Please keep in touch with any changes.

V. EVALUATION PROCESS/GRADING SYSTEM:

A final grade will be derived from the following:

Journal Article Review or Survey and Analysis	10%
Reaction Papers (2)	20%
Participation (attendance/punctuality)	15%
Test #1	15%
Test #2	20%
Test #3	20%
Total	<hr/> 100%

Journal Article Review

Each student will provide a brief review of one article from professional journals (no magazines) on **Child Abuse** located in the College LRC. Articles from newspapers **will not** be accepted. Outside libraries may be searched as well. Article chosen must have a published date no earlier than 1986. The summary of the article is to be brief (1-2 pages, typewritten, doubled-spaced). Additionally, one half of the paper must include personal impressions. Reports should clearly identify the title, author, source, date of article and submission date in A.P.A. style. **All reports are due on:** _____.

Survey and Analysis

Student(s) (up to three student's can work on one survey topic) will identify a target abuse issue; research the issue; develop survey questions pertinent to the issue; carry out the survey (need to distribute at least 100 surveys to target population observing the need for confidentiality of identifying information); and analyze the results.

Due: _____.

Reaction Paper

Each student will prepare a brief reaction paper to two different books on abuse. Some books will be on reserve in the Library and students are welcome to utilize other appropriate books.

Due: _____

Test #1 _____

Test #2: _____

Test #3: _____

Students are required to complete all assignments and reports on time. Lates (other than substantiated emergencies) will be docked **5 marks per day late** (i.e. overnight). A voice mail message left on Ext. 438 is necessary with the date and time when the assignment is placed in my **college mailbox** if the assignment is to be accepted.

STUDENTS ARE REQUIRED TO KEEP A COPY OF **ALL ASSIGNMENTS** SUBMITTED TO THE INSTRUCTOR.

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%	
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:

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 instructor and/or the Special Needs office. Visit Room E1101 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.

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 CICE office 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.