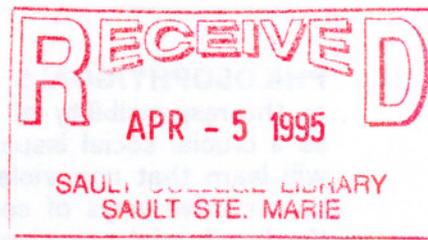


SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: ABUSE AND FAMILY VIOLENCE

CODE NO.: HSC 300 SEMESTER: THREE

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: BEV BROWNING

DATE: SEPTEMBER 1994 PREVIOUS OUTLINE: JAN 1994

NEW: _____ REVISED: X

APPROVED:

K. DeRosario
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

Jan '95
Date

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

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TOTAL CREDITS: THREE

PREREQUISITE(S): N/A

I. PHILOSOPHY/GOALS: 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 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.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course the student will:

1. Develop awareness of the magnitude of the phenomena of spousal, elder and child abuse. Definitions, incidence and causal factors will be examined.
2. Gain insight into the reasons why women remain in abusive relationships.
3. Gain knowledge of the treatment issues for battered women and men, for batterers and for children who witness or experience violence themselves.
4. Analyze current treatment modalities for ending violence and determine how to apply them in a child care setting or how to provide appropriate support to identified victims who are served in a child care setting.
5. Prepare for their critical role in the early identification, treatment and referral of families in which abuse is suspected or deemed to be high risk.

III. TOPICS TO BE COVERED:

1. Introduction to course
2. Historical, cultural and sociological antecedents to intra-family violence
3. Definitions/Forms of Abuse
4. Interpretation of Statistics
5. Causal Factors in Child Abuse
6. The Dynamics of the Cycle of Child Abuse
7. Why Men Assault their Partners
8. Why Women Remain in Abusive Relationships
9. Elder Abuse: Definitions and theories; intervention
10. The Identification Sequence of Child Abuse
11. The Law Related to Child Abuse
12. Documentation of Child Abuse
13. Reporting: Incidence; The Registry
14. The Law Concerning Violence vs. Women Partners: Avenues of Recourse
15. The Roles of Professionals
16. Interviewing: the Parents; the Child
17. The Role of the School: Warning signs; prevention; empowering children
18. Effects of Family Violence on Child Witnesses: Characteristics of Violent Marriages; lessons learned by witnesses

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19. Therapeutic Models
20. Intervention and Beyond
21. Sexual Abuse of Children; Definitions, incidence, indicators, treatment
22. Neglect; Definitions, indicators
23. Emotional Abuse: definition, indicators

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES:

Topic/Unit #1 - Introduction

Learning Activities:

1. Understand course assignments
2. Obtain course overview
3. Discuss feelings, attitudes belief systems

Required Resources:

1. Pressman: Preface
2. Module: Pre-test p. 13; Unit 1 - Readings and Questions
3. Handout
4. Van Stolk: ch. 1

Topic/Unit #2 to 4

Learning Activities:

1. Examine the sociological and religious factors which influence people's attitudes, beliefs and behaviours toward children and toward others.
2. Discuss the implications of violence in our culture.
3. Describe the various forms of abuse and learn the legal definitions for them.
4. Discuss the incidence of the various forms of abuse and understand the significance & interpretation of statistics.

Required Resources:

1. Pressman: ch. 1, Appendix A
2. Handbook: ch. 1, pp 1.4 to 1.17, ch. 7 & ch. 8
3. Van Stolk: ch. 2 to 5, ch. 17

Topic/Unit #5 & 6

Learning Activities:

1. Examine the causal factors which generally underlie child abuse.
2. Learn the elements of the cycle of abuse and ways of breaking this cycle.
3. Discuss the factors and triggers involved in dating violence, factors which increase risk and the impact of such violence.

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Required Resources:

1. Pressman: ch. 1, Appendix A
2. Handbook: ch. 2
3. Van Stolk: ch. 6 & 7
4. Handouts

Topic/Unit #7

Learning Activities:

1. Examine current theories which explain why men assault their partners.
2. Decide on appropriate treatment methods for sample situations.

Required Resources:

1. Pressman: ch. 2; Appendix B
2. Module: Unit II readings & questions
3. Handbook: ch. 3, pp. 3.1 to 3.18
4. Handouts

Topic/Unit #8 & 9

Learning Activities:

1. Explain the complex reasons for women remaining in abusive situations.
2. Understand the nature of the escalation of violence faced by abused partners.
3. Examine the methods and explanations for how and why our elders are abused.
4. Learn appropriate methods of support and intervention.

Required Resources:

1. Pressman: ch. 3
2. Handbook: ch. 3
3. Handouts

Topic/Unit # 10 to 14

Learning Activities:

1. Follow the sequence for identification, documentation and reporting of child abuse.
2. Understand the legislation related to child abuse and to wife abuse.
3. Examine the purpose and contents of the Ontario child abuse registry.

Required Resources:

1. Handbook: ch. 1, pp. 1.18 to 1.24; pp. 1.37 to 1.39
2. Handouts

Topic/Unit # 15 to 17

Learning Activities:

1. Describe the roles of various professionals who would be involved in abuse cases.
2. Outline the elements of Primary, Secondary and Tertiary forms of prevention.

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3. Suggest appropriate modes of treatment and support for abused children and their families, who are in child care centres and schools.

Required Resources:

1. Pressman: ch. 6 & 7
2. Module: Unit III, readings and questions
3. Handbook: ch. 1, pp. 1.40 to 1.43; ch. 6

Topic/Unit # 18 to 20

Learning Activities:

1. Discuss the characteristics of violent homes.
2. Examine the long standing effects of witnessing and/or experiencing abuse.
3. Describe intervention and treatment strategies for abuse victims.
4. Assess methods of empowering children in order to help prevent abuse.

Required Resources:

1. Handbook: ch. 4; ch. 9
2. Handouts

Topic/Unit # 21 to 23

Learning Activities:

1. Define sexual abuse, neglect and emotional abuse.
2. Analyze the incidence and pinpoint the indicators for each form.
3. Describe the recommended treatment modalities for each form of abuse.

Required Student Resources:

1. Van Stolk: ch. 9, 10, 12, 14
2. Module: Unit IV readings & questions
3. Handouts

V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)

TEST #1	10%
TEST #2	15%
INTERACTIVE DISCUSSION/PROJECTS	20%
MAJOR ESSAY OR PROJECT	30%
FAMILY VIOLENCE MODULE	
(completed questions - units I & II)	15%
(completed questions - units III & IV)	10%
	100%

NOTE: If students are unable to attend class on scheduled test days, the student must inform the instructor by leaving a voice mail message prior to the time of the test, and make arrangements to reschedule the test. Failure to do so will result in zero grade on the test.

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MAJOR ASSIGNMENT

NOTE: 1. Any project can be done by the individual student or in small groups. If done as a group, then an outline of how each member participated in the project, must accompany the essay. **EACH INDIVIDUAL STUDENT MUST COMPLETE THEIR OWN ESSAY/SUMMARY COMPONENT!**

METHOD: 2. Pick a topic and design a questionnaire or research outline.
3. In your essay/summary include a clear Introduction, a discussion of results/findings and distinct conclusion. Also you must make suggestions on how to prevent such forms of violence.
4. Any research information and/or quotes from any sources must be appropriately documented. **NO PLAGIARISM.**
5. Supply a related bibliography if applicable.

CHOOSE ONE OF THE FOLLOWING:

I. PRESCHOOL EDUCATION PROJECT

A. Research various programs, such as Sara Society of Child Abuse Outreach Prevention, which are designed to teach young children about appropriate and inappropriate touching and/or what to do when abused. Compare and summarize two of these programs. Provide your ideas about the impact of these programs on preschool children. As well, describe some of the difficulties you would have if you incorporated these types of ideas into your child care curriculum.

OR

II. SURVEY/INTERVIEW

A. Interview 10 people. Find out what they believe about
a) violence against partners in a relationship eg. How prevalent? IN what forms does the battering take place? What type of abuse is most common? Who is battered? Why do women stay? etc.

OR b) child abuse;

OR c) elder abuse eg. types of abuse? How prevalent? who is more likely to abuse? How is the abuse inflicted? Where? What is the most common type? What age group is more likely to be abused? Who is more likely to inflict sexual abuse?

* Prepare your questions ahead of time (consult with the course instructor)

* Record your answers (in writing or on tape)

* Find out where they got their information or ideas about this form of violence

* Find out what they would do if they observed or overheard a scene of violence against another person (adult or child)

a) in their own neighbourhood

b) in a local grocery store or in a mall

c) on holiday in another city or country

How do their responses differ? Why?

* Find out what they would do if someone (child or adult) disclosed to them that they were being abused. Would their actions or reactions be different if it was a child or an adult who was making this disclosure? Why?

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- * What is their understanding of the law in Ontario with respect to reporting suspicions of abuse and the legislation regarding abuse of women?
- * Develop additional questions
- * Summarize your findings

OR

- B. INTERVIEW** a) a judge; b) a police officer; about violence against children, spouses, date rape or elder abuse.
- * Prepare your questions ahead of time
 - * Record your answers (in writing or on tape)
 - * Would you ask the same questions of both parties? Why?

OR

- C. INTERVIEW 10 EARLY CHILDHOOD EDUCATORS** about their experiences related to child abuse, eg. incidence of suspecting and/or reporting; intervention strategies; etc.

OR

III. MEDIA WATCH

- A. PREPARE A MEDIA FILE** (films, videos) regarding violence against women and children (including particular issues for immigrants and refugees).
- * Assess the biases and messages presented in the media and in the social systems they are depicting.
 - * Give examples of conversations and scenes which portray sexual, psychological, physical and/or financial abuse. Include examples of how minority women are portrayed and describe how this portrayal influences the observer's attitudes.
 - * What aspects portrayed in the film/video support the behaviour of wife battering (or other forms of abuse)? Explain how this helps to perpetuate abuse in our society.
 - * Be sure to note where you viewed the film/video, where it can be obtained, and the date printed or made.

OR

- B. DO A MEDIA ANALYSIS OF ROCK VIDEOS.** Use the same parameters as for the above.
- *Collect some examples to back up your analysis.

OR

ARTICLES: Students will critically summarize a minimum of 20 articles on the topic of child abuse, on violence to women or on elder abuse. These will be obtained from current (within the last two years) newspapers, magazines and journals.

- METHOD:**
- * Summarize the main points (5 marks each)
 - * Discuss the significance on an individual and a societal basis (5 marks each)
 - * Propose a course of action or possible solution to the crisis involved (5 marks each)
 - * Discuss the implications for the perpetuation of abuse in this type of case (5 marks each)
 - * Suggest measures for the prevention of such abuse from reoccurring (5 marks each)

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OR

IV. VIDEO/ROLE PLAY

THIS ACTIVITY CAN BE PREPARED AHEAD OF TIME BY A GROUP AND VIDEO-TAPED AHEAD OF TIME OR THE LEADER(S) CAN FACILITATE THE CLASS EXPERIENCE.

- A.** Develop the background story of a woman and children in crisis. Divide the class into two groups. Have half of the class think about what issues they will wish to discuss. The other half of the class will think about what issues might arise for them as a crisis worker who is meeting with the woman and children. Also, discuss the role a child care centre would play.

- METHOD:**
- * Make a list of your own ideas for each aspect ahead of time.
 - * Prepare a sample script and submit as part of your assignment.
 - * Choose one person from each group to role play an initial contact between the worker and the woman. Facilitate this role play; students can take "time out" to ask for assistance from the leader(s).
 - * Lead the class as a whole in a discussion about the issues involved.
 - * Summarize the points presented for the class.

OR

- B.** Develop the story of a) a preschool child who has disclosed to your (an ECE) that he/she has been physically or sexually abused; OR b) preschool child in your centre who has witnessed on a reoccurring basis, his father beat up his mother.
- * Examine and describe how you would intervene in the situation.
 - * As in A above, have the class role-play the helper (in this case, the ECE) and the child.
 - * Consider all of the aspects and issues involved in each role.
 - * Facilitate the class discussion/participation.
 - * Prepare a sample script and submit as part of your assignment.

OR

- C.** Design a role-play scenario on a topic of your choice.

OR

V: RESEARCH ESSAY

- A.** Research how the law related to violence against women has changed over the last 80 years in Canada. How do these changes relate to other issues of women's rights across this time period?

OR

- B.** Research how society's attitude to children as well as the legislation for the protection of children on Ontario has changed over the last 100 years, approximately. How can Early Childhood Educators become better advocates of children's rights? Suggest some innovative ways of promoting child abuse prevention.

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OR

C. Research available information (books, journals) on elder abuse. Prepare a summary of this information, citing sources appropriately. Find a number of magazine and newspaper articles on the topic. Summarize these. Suggest some innovative ways of increasing community awareness of the problem and provide some ideas on prevention.

OR

D. Do the same as for C above, on the topic of "Dating Violence".

**VI. PRIOR LEARNING ASSESSMENT:
NOT YET AVAILABLE**

VII. REQUIRED STUDENT RESOURCES:

- 1) Family Violence: Origins and Treatment; B. Pressman
- 2) Family Violence: Abuse of Women; a self-paced Learning Package
- 3) A Handbook for the Prevention of Family Violence: Child Abuse, Wife Assault and Elder Abuse; Community Child Abuse Council of Hamilton Wentworth
- 4) Handouts, as supplied by the professor
- 5) The Battered Child in Canada; M. Van Stolk, McLellan & Stewart; on reserve in LRC

RECOMMENDED: Child Abuse Handbook; AECE,O

VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

- 1) ARTICLES: "The Battered Child Syndrome"; available faculty office
- 2) Sara Society Kit; available faculty office and LRC
- 3) Child Abuse Outreach Prevention Kit: Max the Safely Cat; LRC, or faculty office
- 4) Child Abuse; R.S. Kempe, C.H. Kempe, Harvard U Press; on reserve in LRC

IX. SPECIAL NOTES:

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

SAULT COLLEGE
ECE PROGRAM

FALL 1994
INSTRUCTOR

BEV BROWNING

ABUSE AND FAMILY VIOLENCE
HSC 300
GRADE RECORD

ASSIGNMENT	GRADE	ACCUMULATED GRADE
1. TESTS		
#1, date _____	10%	10%
#2, date _____	15%	25%
2. PROJECT	30%	55%
3. INTERACTIVE DISCUSSIONS	20%	75%
4. MODULE		
UNITS I & II:	15%	90%
UNITS III & IV:	10%	100%