

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

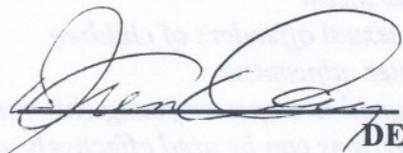
**COURSE TITLE: ABUSE AND FAMILY VIOLENCE**

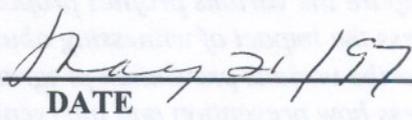
**CODE NO.: HSC 300 SEMESTER: THREE**

**PROGRAM: EARLY CHILDHOOD EDUCATION**

**AUTHOR: BEV BROWNING, EXT 548**

**DATE: SEPT 1997 PREVIOUS OUTLINE: SEPT 1996**

**APPROVED:**  **DEAN**

 **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.**



## **HSC 300- Abuse and Family Violence**

**PREREQUISITE(S):** None

**CREDITS:** Three

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### **I. COURSE DESCRIPTION:**

Students will examine the complex factors and conditions which contribute to various forms of abusive situations within the family. The cyclical and transactive nature of violence within partner relationships and the resulting impact on the child will be addressed. Also to be studied are the various Professional roles with respect to prevention and intervention; current community response initiatives; and finally, methods of helping individuals develop conflict resolution skills for replacing dysfunctional patterns.

### **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**Upon successful completion of this course the student will demonstrate the 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 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. 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*
- ▶ *differentiate between child sexual abuse and incest*
- ▶ *compare the various profiles proposed for sexual offenders of children*
- ▶ *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 with young children and their families*

#### **3. 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*

- ▶ *recognize triggers for violence in dating relationships*
- ▶ *determine the factors which contribute to elder abuse*
- ▶ *describe the escalation of violence face by victims of abuse*
- ▶ *propose various methods of support and intervention for abused victims*

4. **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 to be established for dealing with reports within agencies*
- ▶ *examine how to handle allegations of abuse*
- ▶ *formulate methods for dealing with disclosures of abuse*
- ▶ *participate in and/or design abuse awareness workshops*

**III: TOPICS TO BE COVERED:**

1. Introduction to and Delineation of Course Objectives
2. Personal Values and Self-analysis of Feelings Related to Abuse
3. Historical, Cultural and Sociological Practices and Beliefs Which Contribute to Intra-family Violence
4. Establishing Policies to Deal with Disclosures and Allegations of Abuse
5. The Cycle of Violence
6. The Impact of Violence on Children
7. Child Sexual Abuse
8. Empowering Children
9. Why Men Assault Their Partners
10. Why Women Remain in Abusive Relationships
11. Patterns of Violence in Dating Relationships
12. Elder Abuse
13. Reasons for the Escalation of Violence
14. Support and Intervention in Abusive Situations

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- 1) **Handbook for the Prevention of Family Violence: Child Abuse, Wife Assault and Elder Abuse**; Community Child Abuse Council of Hamilton Wentworth
- 2) **Child Abuse: How to Handle Allegations Against the Child Care Provider - Prevention Strategies**, Manitoba Child Care Association, 1992
- 3) **Child Abuse Handbook; AECE,O**
- 4) **Day Care and the Law**, M.Bogorooch-Ditkofsky,Umbrella Day Care Services
- 5) **Handouts**, as supplied by the professor

**RELATED READINGS:**

- 1) **Family Violence, Origins and Treatment**, B.M. Pressman, University of Guelph
- 2) **Annual Editions - Early Childhood Education 1996-97**, Dushkin
- 3) **Annual Editions - Child Growth & Development 1996-97**, Dushkin

**ADDITIONAL RESOURCE MATERIALS**

- 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 Safety Cat**; LRC or faculty office.
- 4) **CHILD ABUSE**; R.S. Kempe, C.H. Kempe; Harvard U Press

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**V. EVALUATION PROCESS/GRADING SYSTEM**

**EVALUATION FORMAT:**

1. TESTS	30%
2. WORKSHOP <i>or</i> AWARENESS SERIES	20%
3. CHILD CARE POLICIES	25%
4. ABUSE RESEARCH ASSIGNMENT	25%
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	100%

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**EVALUATION PROCESS DESCRIPTION:**

1. **CARE FOR KIDS PREVENTION WORKSHOP - 10%**  
Students will attend a child abuse prevention workshop on "Care for Kids" presented by the Algoma Health Unit, on Tuesday October 6th, 1997. Specifics to follow.  
**Location:** Roberta Bondar Place  
**Time:** 9:30 am to 4:00 pm

**FOLLOW-UP ASSIGNMENT: due no later than Wednesday, October 15 (10%)**

**Alternate Assignment:**

**ABUSE AWARENESS WORKSHOP SERIES - due Nov 5th - 20%**

The student will design a series of workshops which would be suitable to present to parents/volunteers/home care providers about the topic of child abuse. The general framework for the workshop should specify the aim/purpose of the workshop series and describe the overall format. The specific outline describing the workshops in more detail will provide the following information:

1. aim/purpose of workshop
2. format/length/no. of people
3. topics to be covered

4. specific content of presentations
5. sample handouts to be provided to participants
6. **PREVIEW AT LEAST 3 VIDEOS** related to your topics and submit a summary of each (**IN YOUR OWN WORDS**). ***CHOOSE 1*** which you would use to present at your workshop, and **EXPLAIN REASONS FOR YOUR CHOICE**.
7. Supportive pamphlets to be displayed at the workshop/made available to participants
8. Local Resources/Agencies for Support to Families
9. Reference list
10. Workshop evaluation questionnaire, for completion by participants

## **2. CHILD CARE CENTER POLICIES - 25%**

Using the DNA as a guide, along with the required texts for this course, develop policies for ***your prospective child care centre*** (this is a prelude/component of the course requirements for ED 266 - Administration, in 4th semester). Consistent with ECE Program Policies, this major project **MUST BE TYPED!** Your Policies should include the following components:

### **A: PROCEDURES re.CHILD ABUSE ALLEGATIONS**

#### **1) SUSPECTED Abuse/Neglect by a Parent/Caregiver**

##### **TOPICS TO INCLUDE are:**

##### **\* "*In House Procedures*":**

*When; to whom the report is made; who will be responsible for making the report; how will the report be made; what information should the report contain; to what extent should the parent and/or child be questioned before making the report; when will other staff be informed; who will maintain contact with the family after the report is made; who will maintain contact with the CAS; how are all staff made aware of the reporting policy and are they all in agreement?*

##### **\* *ATTACH SAMPLE DOCUMENTATION FORMS IN AN APPENDIX***

#### **2) ALLEGATIONS vs. a Child Care Provider**

##### **TOPICS TO INCLUDE are:**

##### **\* *Approach During Investigation***

- a)suspension: describe consequences/terms of reinstatement
- b)if teacher continues working: protocol

##### **\* *Protocol for Report by a Co-teacher/supervisor***

- consequences of false allegations

##### **\* *Protocol Re. Informing the Staff Member***

##### **\* *Procedures for Ensuring Confidentiality***

- a)process for protection of informant and consequences of "harassment"
- b)consequences for breaching confidentiality
- c)procedures for record handling

\* **Dealing with Reports**

- a) disclosure by a child-guidelines for interviewing the child; documentation form(attach as an appendix);reporting hierarchy and procedures; informing parents
- b) disclosure by a parent-documentation process and sample form, etc.

\* **Consequences If the Accused Caregiver Is Convicted**

\* **Consequences of Unfounded/unresolved Reports**

**B: POLICY re. PHYSICAL CONTACT**

see DNA and Day Care and the Law, for guidelines

**C: POLICY re. INAPPROPRIATE CHILD MANAGEMENT**

see DNA and Day Care and the Law, for guidelines

**D: POLICY re. SEXUAL HARASSMENT BY A CO-TEACHER/SUPERVISOR**

see Sault College Policies for guidelines

*For guidelines for the development of center policies, see the relevant passages listed for reference in Day Care and the Law (further in course outline).*

3. **ABUSE RESEARCH ASSIGNMENT: (see description, following)- 25%**

Half of the class will submit this assignment by November 7th, and the remainder of the class will submit this assignment by December Th, 1997. Names will be drawn in order to determine due dates.

4. **TESTS -30%**

Achievement of learning outcomes will be measured by mandatory testing as follows:

- Test #1 (5%):           October 8th, 1997
- Test #2 (10%):         November 19th, 1997
- Test #3 (10%):         December 24th, 1997

***NOTE: If students are unable to attend class on scheduled test days, the student must inform the instructor by leaving a voice mail message (759-2554, ext 548) prior to the time of the test, and make arrangements to reschedule the test. Failure to do so will result in a zero grade on the test. This procedure complies with the Human Sciences and Teacher Education Test Policy.***

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### ABUSE RESEARCH ASSIGNMENTS

**NOTE:** 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. As well, each student will complete an evaluation of each member's participation in the project, obtaining the member's signature prior to submission. **EACH INDIVIDUAL STUDENT MUST COMPLETE THEIR OWN ESSAY/SUMMARY COMPONENT!**

**METHOD:** Pick a topic and design a questionnaire or research outline. 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. Any research information and/or quotes from any sources must be appropriately documented using **APA DOCUMENTATION FORMAT**. Sources must be **current (within the last 5 years)**. **NO PLAGIARISM!** (See Handout provided) Supply a related bibliography if applicable.

#### **CHOOSE ONE OF THE FOLLOWING:**

##### **I. PRESCHOOL EDUCATION PROJECT**

Research various programs, such as Sara Society, or Child Abuse Outreach Prevention, which have programs designed to teach young children about appropriate and inappropriate touching and/or what to do when abused. Compare and summarize two of these programs. Suggest 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. Make a comparison of these programs with the "Care for Kids" program which you participated in.

**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 if given permission)

- Find out where they obtained 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 neighborhood
  - b) in a local grocery store or in a mall
  - c) on holiday in another city or countryHow 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?

**OR**

- B. INTERVIEW a) a police officer; b) CAS worker;** about violence against children, spouses, date rape or elder abuse.
- Prepare your questions ahead of time
  - Record your answers in writing (or on tape if given permission)
  - Would you ask the same questions of both types of professionals? Why or why not?

**OR**

**INTERVIEW 10 Early Childhood Educators** about their experiences related to child abuse, eg. Incidence of suspecting and/or reporting; intervention strategies, etc.

**III. A. PREPARE A MEDIA FILE** ( films, videos) regarding violence against spouses ( women and/or men), 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**

**C. ARTICLES:**

Students will critically summarize a minimum of 20 articles on the topic of violence against partners (wife assault/husband abuse). These will be obtained from current (*within the last two years*) newspapers, magazines, and journals.

**METHOD:** Summarize the main points ( 5 marks)

- Discusses the significance on an individual and a societal basis ( 5 marks)
- Propose a course of action or possible solution to the crisis involved ( 5 marks)
- Discuss the implications for the perpetuation of abuse in this type of case ( 5 marks)
- Suggest measures for the prevention of such abuse from recurring ( 5 marks)

**OR**

**IV. VIDEO/ROLE PLAY**

**THIS ACTIVITY SHOULD BE PREPARED AHEAD OF TIME BY A GROUP AND VIDEO-TAPED AHEAD OF TIME, OR, THE GROUP LEADERS CAN FACILITATE THE CLASS EXPERIENCE AND TAPE IT AT THE TIME.**

- A. Develop the background story of a family in crisis due to ongoing violence in the home. Divide the class into two groups. Have half of the class think about what issues they should discuss related to the impact of the violence, etc on all of the family members. The other half of the class will think about what issues might arise for them as a crisis worker who is responsible for intervening in the family situation. Also discuss the possible role a child care center could play.

**METHOD:**

- Make a list of your own ideas for each aspect ahead of time, so that you can facilitate the group's ideas.
- Prepare a sample script or list of issues for both sides, and submit as part of your assignment.
- Choose persons from each group to role play an initial contact between the family members and the case worker (will this contact be made as a family group?). Facilitate this role play; students can take "time out" to ask for assistance from the leaders.
- Lead the class as a whole in a discussion about the issues involved.
- Summarize the points presented for the class.

**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 in 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.

**OR**

- C. *Do the same as C above*, on the topic of " Dating Violence".

**IX. SPECIAL NOTES:**

- ▶ ***Special Needs***  
If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) you are encouraged to discuss required accommodations confidentially with the instructor and/or contact the Special Needs Office, Room E 1204, Ext 493, 717, 491, 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 post-secondary institutions.
- ▶ ***Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.***

**VI. PRIOR LEARNING ASSESSMENT:**

Not yet available

**HSC 300 - RESOURCES FOR TOPICS**

Topic #1& 2: Overview, and Feelings

Resources: Introductory questionnaire (confidential; to be returned to student at end of course).

Overhead/Discussion: Feelings

Learning Module Pre-test

Pressman: Preface

Handout: Causal Models

Topic #3 Antecedents to Family Violence

#4 Cycle of Violence

#5 Impact of Violence on Children

Resources: Handbook: ch 1, pp 1.4 to 1.17

ch 7 and ch 8

Handbook: 1.10 to 1.23

AECEO Handbook

Pressman: ch 1; Appendix A

Annual Editions - ECE: #30- Helping Children Cope with Violence, p 160

#31- Supporting Victims of Child Abuse, p 167

Annual Editions - Ch Dev: #34- Homeless Families, p 206

#35- Why Leave Children With Bad Parents? p 209

#36- Screen Violence and America's Children, p. 214

#37- Memories Lost & Found, p 217

Handouts: as supplied by professor

Topic #6 Child Sexual Abuse

#7 Empowering Children

Resources: Annual Editions - Ch Dev: #38- How to Recognize and Prevent Child Sexual Abuse, p 223

Handouts: Incest

Child Sexual Abuse

Topic #8 Why Men Assault Their Partners

#9 Why Women Remain in Abusive Relationships

Resources: Handbook: pp 3.1 to 3.18

pp 1.23 to 1.27, 1.40 to 1.43, 5.27 to 6.23

Pressman: ch 6 & 7

Handouts: as supplied by professor

Topic #10 Dating Violence

#11 Elder Abuse

#12 Escalation of Violence

#13 Support and Intervention in Abusive Situations

Resources: Handbook: pp 2.1 to 2.18

pp 5.25 to 5.19

Handouts: as supplied by professor

- Topic #14 Abuse Policies  
Resources: AECEO Handbook  
Manitoba Child care Handbook  
DNA  
Day Care and the Law

### DAY CARE AND THE LAW

*For relevant passages pertinent to the development of centre policies, see the following:*

- ch 8. Section 1, "Serious occurrence", p 15  
Section 3, Supervisor's responsibility, p 17  
Section 30, Daily written record, p 21  
Section 35, Written policies, serious occurrences, p 22  
Section 44, Behaviour management, p 24  
Section 45, Prohibited conduct, p 24  
Section 46, Behaviour management policies, p 24  
Section 47, PHDC monitoring, p 24
  
- ch 1. Sexual harassment, pp 12-14  
Dismissing an employee, pp 16-21  
Sexual harassment of another employee, p 23  
Letting the employee "get away with it", p 25  
Constructive termination or dismissal, p 25-26  
Job transfers and changes, p 26  
Demotion and salary reduction, p 27  
Damages for mental distress, p 29-31
  
- ch 4. Child Welfare, pp 13-16  
Child Abuse, pp 16-18
  
- ch 6. Duty of Confidence, pp 8-9