

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: ABUSE & FAMILY VIOLENCE

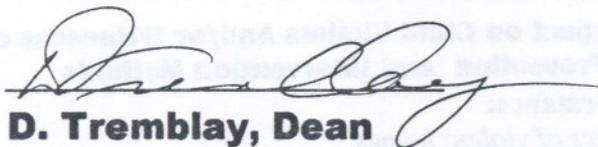
Code No.: HSC300 Semester: THREE

Program: EARLY CHILDHOOD EDUCATION

Author: BEV BROWNING

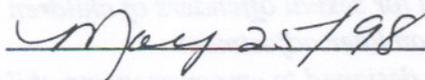
Date: Sept' 98 Previous Outline Date: Sept' 97

Approved:


D. Tremblay, Dean

Health, Human Sciences and Teacher Ed.

Date:


May 25/98

Total Credits: 3 Prerequisite(s): none

Length of Course: 16wks Total Credit Hours: 48

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences and Teacher Education, (705) 759-2554, Ext. 690.

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HSC 300- Abuse and Family Violence

PREREQUISITE(S): None

CREDITS: Three

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) *Family Violence Self-Paced Learning Modules, available on Bev's page on the web*
- 3) *Child Abuse: How to Handle Allegations Against the Child Care Provider - Prevention Strategies*, Manitoba Child Care Association, 1992
- 4) *Child Abuse Handbook; AECE, O*
- 5) *Day Care and the Law*, M. Bogorooch-Ditkofsky, Umbrella Day Care Services
- 6) *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 1997-98, Dushkin**
- 3) **Annual Editions - Child Growth & Development 1997-98, 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**

V. EVALUATION PROCESS/GRADING SYSTEM

EVALUATION FORMAT:

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

1. WORKSHOP <i>or</i> ALTERNATE AWARENESS SERIES	20%
2. CHILD CARE POLICIES	25%
3. FAMILY VIOLENCE SELF-PACED LEARNING MODULES	25%
4. TESTS	25%
5. FAMILY VIOLENCE INTERVIEW/SURVEY	5%
	<hr/>
	100%

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, September 29th, 1998**. Specifics to follow.

Location: Cara Community House

Time: 9:30 am to 4:00 pm

FOLLOW-UP ASSIGNMENT: due no later than Thursday, October 15th, 1998 (10%) - RESPONSES MUST BE TYPED OR E-MAILED BY THAT DATE!

Alternate Assignment:

ABUSE AWARENESS WORKSHOP SERIES - due Nov 5th, 1998 - 20%

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

1. aim/purpose of each 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 2 VIDEOS** related to your topics and submit a summary of each **(IN YOUR OWN WORDS)**. **CHOOSE 1** which you would use to present at one of the workshops, and **EXPLAIN REASONS FOR YOUR CHOICE**
7. Supportive pamphlets to be displayed at the workshop/made available to participants
8. List of Local Resources/Agencies for Support to Families
9. **Reference list**
10. Workshop evaluation questionnaire, for completion by participants

2. CHILD CARE CENTER POLICIES - 25% - Due Dec 3rd, 1998

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 to CAS; 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"

c) consequences for breaching confidentiality

d) 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 - will the teacher continue to work? Under what conditions??**

B: POLICY re. PHYSICAL CONTACT

* see DNA and Day Care and the Law, for guidelines- **indicate Section # if quoting legislation!!**

• **must be very specific about "do's and don'ts" of caregiver/teacher behaviours**

C: POLICY re. INAPPROPRIATE CHILD MANAGEMENT

see DNA and Day Care and the Law, for guidelines - **indicate Section # if quoting legislation!!**

• **must be very specific about actual behaviours allowed or not allowed!!**

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). **Indicate Section # if quoting legislation!!***

3. FAMILY VIOLENCE SELF-PACED MODULES – 25%

Students will complete readings and related questions using a web-based format.

(completed questions - Units I & II) 10% : **due by e-mail on Oct 29th, 1998**

(completed questions - Units III , IV & V) 10%: **due by e-mail on Nov 26th, 1998**

4. TESTS - 25%

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

Test #1 (5%): **October 15th, 1998**

Test #2 (10%): **November 19th, 1998**

Test #3 (10%): **December 17th, 1998**

5. ABUSE AND FAMILY VIOLENCE INTERVIEW/SURVEY - 5%

*See attached procedures. **Assignment Due: October 8th, 1998. Must be typed.***

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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- ***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

Topics #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
Handouts: as supplied by professor

Topics #6 Child Sexual Abuse

#7 Empowering Children

Resources:

Handouts: Incest
Child Sexual Abuse

Topics #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

Topics #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

HSC 300: CHILD CARE CENTER POLICIES - 25%

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STUDENTS:

MARKING SCHEME:

ALL COMPONENTS MUST BE INCLUDED - for full marks
PLEASE INCLUDE THIS GRADING SHEET WITH YOUR PROJECT !

A: PROCEDURES re. CHILD ABUSE ALLEGATIONS

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TOPICS TO INCLUDE are:

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- a) process for protection of informant and consequences of "harassment"
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* **Dealing with Reports**

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Center Policies, p. 2 marking

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TOTAL MARKS:

COMMENTS: