

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



COURSE OUTLINE

Course Title: Abuse & Family Violence
Code No.: HSC 3000/OEL 805 Semester: Three
Program: Early Childhood Education
Author: bev.browning@saultc.on.ca ; ext 438
Date: Sept 2002 Previous Outline Date: Sept 01

Approved: _____
J. Maundrell
Health, Human Sciences and Teacher Ed.

Date: _____

Total Credits: Three Prerequisite(s): none
Length of Course: 16 wks Total Credit Hours: 48

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For additional information, please contact the Dean, School of Health, Human Sciences and Teacher Education, (705) 759-2554, Ext. 603.

PREREQUISITE(S): None

CREDITS: Three

I. COURSE DESCRIPTION:

This course is primarily designed for students from the Early Childhood Education program, but can be customized for students from other disciplines by the completion of alternate assignments.

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 some assignments and for course notes.

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

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.

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*
- *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.

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

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.**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**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 TO BE COVERED:

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. Establishing Child Care Policies to Deal with Disclosures and Allegations of Abuse
6. The Impact of Violence on Children
7. Other Forms of Abuse: Emotional Abuse & Neglect; Child Sexual Abuse
8. Other Forms of Abuse: Elder; and Dating Violence
9. Empowering Children
10. Resources Available to Victims and Abusers
11. The Criminal Justice System
12. 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%
	100%

EVALUATION PROCESS DESCRIPTION:**1. RESEARCH ASSIGNMENT:**

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. NO PLAGIARISM!

Supply a related bibliography if applicable.

Refer to the [Essay Evaluation](#) to view the marking scheme.

CHOOSE ONE OF THE FOLLOWING:**CHOICE 1: PREPARE A MEDIA FILE**

- Make a list of popular films/videos which depict violence against spouses (women and/or men).
- Provide a brief outline of the content.
- Assess the biases and messages presented in the videos 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 films/videos support the act of spousal 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*.

CHOICE 2: DO A MEDIA ANALYSIS OF MUSIC VIDEOS.

- Use the same parameters as for the above.

CHOICE 3: ARTICLE SUMMARIES

- Summarize a minimum of 20 articles on the topic of child abuse, violence against partners, or elder abuse. These will be obtained from current (within the last two years) newspapers, magazines, and journals.

METHOD: For EACH article, *summarize* the main points (5 marks)

Discuss 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)

CHOICE 4: 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. 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 A above, on the topic of Dating Violence.

2. TESTS - 30%

Achievement of learning outcomes will be measured by mandatory testing as follows, see course schedule on WebCt:

Test #1 (15%): *Module 1 to Module 3, Lesson 1*

Test #2 (15%): *Module 3, Lesson 2 to Module 6*

3. FAMILY VIOLENCE LEARNING MODULES - 20%

Respond to the module questions and submit responses by the due dates

4. IN-CLASS PARTICIPATION: 20%

Students will participate in group learning activities during class time, thus attendance at classes is required.

5. ABUSE AND FAMILY VIOLENCE SURVEY - 5%

Refer to the Survey Evaluation for particulars

6. CARE FOR KIDS PREVENTION WORKSHOP

Students will attend a child abuse prevention workshop on "Care for Kids" presented by the Algoma Health Unit, on Tuesday, September 24th, 2002. Specifics to be discussed in class.

Location: Trinity Centre, Cara Community Corp

Time - 9:00 am to 4:00 pm

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

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 E1204 or call Extension 493, 717, or 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 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:

Not available at this time.

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.