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COURSE OUTLINE - CHILD ABUSE (ED 215-3)

COURSE TITLE: Child Abuse (ED 215-3)

INSTRUCTOR: Beverley Sheehan

DATE: September 1982

CLASS TIME: Tuesday, 7 - 10 p.m.

COURSE PHILOSOPHY: This course is designed to assist students to gain therapeutic, less stereotyped attitudes towards abusers; a feeling for the importance of working with other professionals and with community groups; and self-confidence in their ability to respond appropriately in abuse cases.

COURSE OBJECTIVES:

- 1.) To provide students with basic "background knowledge" on the subject of child abuse - eg. definitional problems, current estimates of the incidence of child abuse and a multiple - factor model for understanding the causes of child abuse.
- 2.) To prepare students who will be working with children and their families for their critical role in the early identification and referral of families in which abuse is suspected or deemed to be a high risk.
- 3.) To prepare student to work in a multi-disciplinary effort around issues of assessment and treatment.

TEXTS:

- 1.) Kempe, R.S. and Kempe, C.H.: CHILD ABUSE, Massachusetts: Harvard University Press Cambridge, 1978.
- 2.) Van Stolk, M., THE BATTERED CHILD IN CANADA, revised ed. Toronto: McClelland and Stewart Ltd., 1979.

SYLLABUS:

- CLASS I
- A. Introduction to the Course
    - Course Content
    - Assignments
  - B. Introduction to Child Abuse
    - Historical Background
    - Attitudes - Self Awareness
    - Attitude Checklist

SYLLABUS CONT'D...

- CLASS I C. - A/V Presentation of Physical Abuse  
- Discussion
- CLASS 2 A. Defining Child Abuse  
B. Etiology of Abuse  
- Attitudes towards abuse  
- Intro to dynamics of abuse and neglect  
- More indicators  
C. Film: 12 ½ cents
- CLASS 3 A. Causal Factors in Child Abuse  
- More on the dynamics of abuse and neglect  
- Physical indicators  
- Cycle of abuse  
B. - Case Study analysis  
C. - Film: War of the Eggs
- CLASS 4 A. Test #1  
B. The Identification Sequence  
- High Risk Indicators  
- Case Studies  
C. Documentation of Abuse and Neglect  
D. Film: Fragile Handle with Care
- CLASS 5 A. Intervention  
- The Law  
- Legal Issues  
B. Reporting  
- Incidence  
- Registry  
C. Case Study Due
- CLASS 6 A. Role of Professionals  
- The role of professionals in detection, prevention and treatment  
B. - Structure of C.A.S.  
C. Film: The Preschool Abused Child

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SYLLABUS CONT'D ...

- CLASS 7     A. Interviewing the Parents and Child  
              - Social Worker Interview  
              - Role Play
- B. Film: Police Investigation
- CLASS 8     A. Treatment: Role of C.A.S. in the community  
              - The Abusive Parent  
              - Therapeutic, goals, methods, who is treatable?  
              - What is treatable?  
              - Self - help groups
- B. A/V: Unexplained Injury
- CLASS 9     A. Treatment  
              - The Abused Child
- Effects of abuse of children  
              1) physical  
              2) emotional  
              3) development
- B. Treatment goals and approaches
- C. Film: Social Worker as a Court Room Witness
- CLASS 10    A. Prevention  
              - Prediction, programs
- B. Case Studies
- C. Film: Don't give up on Me
- CLASS 11    A. Sexual Abuse  
              - Types of Sexual Abuse  
              - Definition  
              - Incidence  
              - Indicators
- B. Film: The Victim No One Believes
- CLASS 12    A. Test
- B. Dynamics of the Triangle
- C. Slides: Identifying Neglect Before Too Late
- D. Case Study Due

SYLLABUS CONT'D...

- CLASS 13    A. Physical Neglect  
              - Definition  
              - Indicators
- B. Film: CIPHER in the Snow
- C. Term Paper Due

- CLASS 14    A. Emotional Abuse  
              - Definition  
              - Indicators
- B. Film: Rock - A - Bye - Baby

CLASS 15    FINAL EXAM

ASSIGNMENTS: Students are responsible for text material, notes and case studies. Articles of special significance will be distributed from time to time.

TERM PAPER: \*DUE DECEMBER 9th

The student will choose a topic in the area of child abuse and complete the following assignment: compose a comprehensive paper using at least three current sources of research or information (books, articles, journal). The paper must be at least 10 typewritten pages. The topic must be approved by the instructor (at the second class). The student will present a summary of the topic to the class.

<u>EVALUATION:</u>	Three Tests - 25 marks each	-	75 marks
	Term Paper Summary	-	15 marks
	Term Paper	-	40 marks
	Two Case Studies - 15 marks each	-	30 marks
	Final Exam	-	40 marks

TOTAL    200 marks

Marks obtained in the course will be averaged and the student will be assigned a grade of A, B, C, I, or R in accordance with Sault College marking policy.