

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: PATTERNS AND IMPACTS OF FAMILY ABUSE

CODE NO. : NSW 207 **SEMESTER:** 3

PROGRAM: Social Services Worker- Native Specialization

AUTHOR: Lisa Piotrowski

DATE: June 14 **PREVIOUS OUTLINE DATED:** June 13

APPROVED: *"Angelique Lemay"* *Jul. 2014*

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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For additional information, please contact Angelique Lemay, Dean
School of Community Services and Interdisciplinary Studies.
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

Abuse within families may occur in relationships with elders, children and/or partners. Students will become familiar with the dynamics of abusive relationships, cycles of violence and recovery, and types/characteristics of family abuse. The Child and Family Services Act provides guidance for professionals and services working with violence within the family. Students will recognize the need for advocacy by understanding the impacts, patterns and services of abuse within families.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Communicate and apply key pieces of relevant legislation to areas of family violence.

Potential Elements of the Performance:

- Access and accurately interpret, in everyday language the Child and Family Services Act
- Discuss and demonstrate the interdependent relationship between legislation and the social service field
- Adhere to and apply relevant legislation for the benefit of individuals, families and communities
- Advocate, network and liaise between First Nations communities and external sources, services and agencies to ensure best practices with respect to relevant family legislation

2. Identify and assess the patterns, impacts and dynamics of child maltreatment.

Potential Elements of the Performance:

- Recognize the effects of child maltreatment on child development
- Utilize appropriate assessment tools for types, symptoms and effects of child neglect, physical, sexual and psychological abuse
- Characterize the physical symptoms and behavioural indicators of physical abuse.
- Profile social functioning and issues of parents who are physically abusive
- Categorize the progression, phases and types of sexual abuse
- Compare and contrast intrafamilial and extrafamilial sexually abusive patterns, profiles and dynamics

- Define psychological abuse and its impacts
 - Advocate, in an informed manner, for best practices in service implementation, cooperation and substitute care for families and communities experiencing violence
3. Identify and assess the patterns, impacts and dynamics of intimate partner violence.

Potential Elements of the Performance:

- Demonstrate an understanding of the ongoing cycle of violence and its impact on interpersonal relationships
 - Distinguish between types of abuse and their impacts on individuals, families and communities.
 - Connect the realities of partner violence with its effects on children in the family
 - Recognize the essential aspects of safety planning
 - Profile issues and dynamics of perpetrators of intimate partner violence
 - Apply sources, referral skills and services for reclaiming of self for families who have experienced violence
4. Identify and assess the patterns, impacts and dynamics of elder abuse.

Potential Elements of the Performance:

- Construct a personal and professional understanding of the dynamics of family violence
- Categorize the various types of elder abuse
- Recognize the related issues and family dynamics that may lead to or result from elder abuse
- Identify ethical and legal issues relevant to working with families who experience violence.

III. TOPICS:

1. Related Legislation
 - Child and Family Services Act; Child Protection, Duty to Report; Relevant portions of The Divorce Act; Children's Law Reform Act; Restraining Orders and Peace Bonds
2. Child Maltreatment
 - Effects on Development and Attachment; Neglect; Physical Abuse; Sexual Abuse; Psychological Abuse and Substitute Care (Foster Care, Customary Care etc.)

3. Partner Violence
 - Cycle of Violence; Types of Abuse and Impacts of Abuse; Effects on Children; Profiles of Perpetrators; Safety Planning; and Reclaiming Self
4. Elder Abuse
 - Types of Abuse; Related Issues and Impacts; and Family Dynamics

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Understanding Child Abuse and Neglect by C. Crosson-Tower (8th ed.); Pearson Allyn and Bacon

When Love Hurts: A Guide to Understanding Abuse in Relationships by J. Cory and K. McAndless-Davies; Women Kind Press

Child and Family Services Act (and other relevant provincial legislation available on line from <http://www.e-laws.gov.on.ca>).

V. EVALUATION PROCESS/GRADING SYSTEM:

Video Reports (2 x 15%)	30%
Quizzes (3 x 5%)	15%
Safety Planning In-Class Activity	15%
Elder Abuse Assignment	15%
Child Abuse Prevention Assignment	15%
Attendance and Participation	<u>10%</u>
TOTAL	100%

VIDEO REPORTS: Students will view two videos in class and apply information from course material to complete written assignments. Details will be provided by professor.

QUIZZES: Students will be assigned readings throughout the semester. There will be three quizzes to be completed online, each within a one week period. Details will be provided by professor.

SAFETY PLANNING IN-CLASS ACTIVITY: Students will be provided with reading materials and a case scenario for this assignment. Students are expected to review materials prior to the in-class assignment date, and come prepared to collaborate with classmates. Each student will submit a written Safety Plan and report based on their case scenario. Details will be provided by professor.

ELDER ABUSE ASSIGNMENT: Students will be assigned a topic area to research and present on for the purpose of preventing elder abuse through educating and advocating. In small groups (if numbers allow) students will create a visual presentation board appealing to the elderly population, and present the material in class as though they are presenting to the elderly population in a retirement drop-in type setting. Details will be provided by professor.

CHILD ABUSE PREVENTION ASSIGNMENT: Students will create an awareness poster focusing on the prevention of child abuse and neglect. This assignment will demonstrate the students understanding of the causes and impacts of abuse, and provide strategies for positive changes in caregiving. Details will be provided by professor.

ATTENDANCE AND PARTICIPATION: Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize D2L for course materials.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal and LMS form part of this course outline.