
Student Course Information

FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY
GENERAL STUDIES
July 2010

BSCI-3027: Responding to Abuse

Duration 30 total course hours

Credit Units: 2.00

*NOTE: The hours may vary.

Prerequisite[s] for this course:

No Courses

Co-requisite[s] for this course:

This course is a prerequisite for:

[The information is inserted by Datatel]

Course Description:

This course provides the Developmental Services Worker student a working knowledge to understand and deal with all forms of abuse, specifically affecting individuals with developmental disabilities and those who care for them. The course will provide students with greater awareness of the vulnerability of people of abuse and learn the current perspectives and approaches in prevention and response towards this group.

Vocational Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the different types of abuse directed toward people with disabilities, including developmental and other forms of disability.
2. Describe how to prevent, recognize and report situations of abuse and support individuals where abuse is alleged to have occurred.
3. Identify elements and responsibilities essential to safe physical and psycho-social environments for both the individuals supported and the workplace.
4. Identify psychological, societal and cultural barriers that interfere with the prevention or stoppage of abuse towards people with disabilities.
5. Identify procedures and approaches for dealing with abuse, including identification and causal factors.
6. Describe the cycle of violence/abuse as it relates to individuals with disabilities.

Course Synopsis of Essential Employability Skills Outcomes.

Essential Employability Skills Learning Outcomes		Taught	Reinforced	Assessed or evaluated
1.	Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.		X	
2.	Respond to written, spoken, or visual messages in a manner that ensures effective communication.		X	
3.	Execute mathematical operations accurately.			
4.	Apply a systematic approach to solving problems.	X	X	X
5.	Use a variety of thinking skills to anticipate and solve problems.	X	X	X
6.	Locate, select, organize, and document information using appropriate technology and information	X	X	X

	systems.			
7.	Analyze, evaluate and apply relevant information from a variety of sources.		X	
8.	Show respect for the diverse opinions, values, belief systems and contributions of others.		X	X
9.	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.		X	
10.	Manage the use of time and other resources to complete projects.		X	
11.	Take responsibility for one's own actions, decisions and consequences.		X	

Detailed Content:
[Sample content]:

Week	Topic/content	Assignments
Week 1	<ul style="list-style-type: none"> Introduction to the course and expectations Definitions, types of abuse Abused Persons in our Society 	
Week 2	<ul style="list-style-type: none"> Causes of Abuse Abuse in the workplace Abuse of individuals with developmental disabilities 	
Week 3	<ul style="list-style-type: none"> Indicators of Abuse/ Reporting Abuse Policies and Procedures related to abuse Barriers faced by individuals with disabilities in identifying and reporting abuse 	Mid-Term Test (40%)
Week 4	<ul style="list-style-type: none"> Cycle of violence / abuse of individuals with disabilities Individual and legal responsibilities of suspected abuse 	PSA POSTER (20%)
Week 5	<ul style="list-style-type: none"> Treatment and prevention of abuse for individuals with disabilities 	Final Test (40%)

Major Project Description(s)
1. PSA Poster Project - 20%

The class will be divided into groups of three or four people. Each group will then design and create a public service announcement in the form of a poster displaying researched information related to the causes, indicators, prevention, or approaches to treatment of abuse. It is up to each group to decide how the work is to be shared, but there must be at least two articles referenced in the poster.

For detailed information about all assignments, please refer to the content section of course in FOL.

Late Assignments:

Students are expected to hand in ALL assignments to the course professor on the due date at the beginning of class. Neither the course professor nor any College staff can be held responsible for assignments turned in to the School's office. No make-ups for assignments or in-class work will be permitted **except under exceptional circumstance and with permission of the course professor**. No late assignments will be permitted except in the case of an emergency. In this case the instructor may grant an extension or a make-up provided that proper documentation is

provided. Opportunities for upgrading an "I" cannot be assumed; exceptional cases may be resolved in consultation with the instructor.

Teaching/Learning Methodology:

Lecture 50%
 Group discussion 20%
 Group projects 20%
 Media/Visual Sources 10%

Required Learning Resources:

Hingsburger, D. (2000). Power Tools: Thoughts about power and control in service to people with developmental disabilities. Diverse City Press.

Hingsburger, D. (2006). Upping the Anti: Anti Abuse Policies. Diverse City Press.

Hingsburger, D. (2006). Black Ink. Diverse City Press.

Method Of Evaluation:

The final mark/grade for this course will be determined as follows:

In-class tests (2)	40% each = 80%
PSA Poster	20%

TOTAL 100%

Missed Evaluations

If a student misses an evaluation due to exceptional circumstances, e.g. serious illness, bereavement, an opportunity may be provided to reschedule the evaluation. It is expected that the student has provided prior notification to the Professor of Record. Rescheduled opportunities should be provided as soon as possible after the original date depending on the circumstances.

See Policy 2-C-02 for the details on the Administration of Rescheduled Evaluations.

Upgrades

This course is NOT upgradeable under college policy 2-C-04

NOTE: Test and assignment due dates, etc. will be provided by the professor at the beginning of the course and in the detailed course content section

Consult the Program School Policy for additional information on course evaluation and progression.

Consult your Program Outline for information concerning the minimum passing grade needed for this course.

Letter Grade System:

<u>Grade</u>	<u>Range</u>	<u>Comment</u>	<u>Grade Point</u>
A+	90-100	Distinguished	4.2
A	80-89		4.0
B+	75-79		3.5
B	70-74		3.0
C+	65-69		2.5
C	60-64		2.0
D+	55-59		1.5
D	50-54	Marginal	1.0
F	0-49	Unsatisfactory	0

P	greater than 50	Pass	N/A
I	N/A	Incomplete	N/A
N	N/A	No Credit Achieved	N/A
W	N/A	Withdrawn	N/A
X	N/A	Audit	N/A

Plagiarism Statement:

Plagiarism (the intellectual dishonesty resulting from a student's failure to acknowledge indebtedness to sources used) is a serious academic offence that shall result in appropriate penalties, to be determined at the discretion of the course professor in consultation with the divisional chair. Plagiarism includes submitting the same work to more than one professor for credit in different courses without prior written permission from the professors. Penalties shall range from failure of an assignment to possible failure of the course. Students cannot make the assumption that any provision will be made by the professor to permit a student to rewrite failed assignments. It is recommended that students consult the Policy on Plagiarism published by the School of Language and Liberal Studies.

Turnitin.com

As part of Fanshawe College's commitment to fostering excellence in student assignments, this course may require students to submit their papers to Turnitin.com. This Web service is designed to help students understand the importance of identifying borrowed work in their essays, and how to correctly cite research sources. Instructions for how to use Turnitin.com will be provided by the professor, and additional information is available at www.Turnitin.com.

Educational Technology

This course requires regular computer use. Students must use word-processing when creating written assignments. Hand-written or typed assignments will not be accepted. Students should also expect to be asked to conduct some research on the Internet, and know how to properly document their Internet resources. There may also be a requirement to use e-mail to submit assignments, and communicate with the professor and other students on-line. Portions of this course may be delivered entirely on-line using Fanshawe Online (FOL) or similar Web-based programs. There will be no additional costs to the students for the use of Fanshawe Online (FOL) or similar programs.

Electronic Communication

This course requires access to electronic resources such as e-mail and the Internet (see the "Detailed Content" section of your course outline for more details on how these electronic resources will be used). All students registered in this course must have active e-mail accounts. Fanshawe College provides access to www.FanshaweOnline.ca (the student web site portal) and to personal computers at many sites within the College. If you have any concerns about meeting requirement, contact your professor or the Connect Resource Centre in E2030.

Academic Assistance

The primary resource for students experiencing difficulty with course material is the course professor. In addition, students who wish to attend study skills workshops or who require further assistance, can contact the Learning Centre in A2019 (519 452 4265) for one-to-one tutoring from staff in math, physics, chemistry and English, or they can contact Counselling and Student Life in F2010 (519 452 4282) for information about receiving peer tutoring.

Student Success Advisors are available to assist students with academic concerns or other problems they may face while at Fanshawe. They can either assist you directly, or refer you to the appropriate resource on campus to get the help you need. Contact information for your Student Success Advisor can be found on the Web at <http://www.fanshawec.on.ca/EN/ssa/14317/advisors.asp>

Students who have been identified as having (or who wish to be assessed for) a specific learning disability, should contact Disability Services F2010 (519 452 4282) in Counselling and Student Life for information about available support services.

The following applies to course offerings consistent with the Standard Academic Calendar:

Internal/External Course Credit Application Deadline

Applications for Internal/External Course Credit are available from the Office of the Registrar. Check college calendar for deadlines.

Course Add/Drop Deadline

You may withdraw from a course without academic penalty during the first 70% of the course duration.

Application is made through the Office of the Registrar.

Re-taking Courses

Subject to meeting any pre-requisite or co-requisite requirements, a student may retake a course. The second re-take must be approved by the Academic Manager or designate and will be granted based on extenuating circumstances and with recommended interventions such as counselling or a learning contract. Subsequent re-take opportunities will only be available as part of an overall success strategy developed in consultation with the student, program co-ordinator and the Academic Manager. The best grade achieved will be used in calculating the cumulative GPA.

RELATED POLICIES

COURSE GRADE SYSTEM - See [College Policy 2-C-04](#)

PRIOR LEARNING ASSESSMENT AND RECOGNITION - See [College Policy 2-A-10](#)

EVALUATIONS - See [College Policy 2-C-02](#)

ACADEMIC STANDING - See [College Policy 2-C-05](#)

STUDENT APPEAL OF A GRADE OR OTHER ACADEMIC DECISION - See [College Policy 2-G-02](#)

ACADEMIC WITHDRAWAL AND TERMINATION - See [College Policy 2-C-06](#)

ACADEMIC OFFENCES - See [College Policy 2-G-04](#)

STUDENT CODE OF CONDUCT POLICY - See [College Policy 2-G-01](#)

RESPECTFUL COLLEGE COMMUNITY POLICY - See [College Policy 1-B-46](#)

Prepared By:

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Authorized by:

Date:

Academic Manager's Signature
