

Disability Services (DS) 1506 Safety Advocacy and Maltreatment Prevention (3 Units) CSU
[formerly Direct Support Education 6 and 1506]

Prerequisite: None

Advisory: Eligibility for English 1500 strongly recommended

Hours and Unit Calculations:

48 hours lecture. 96 outside-of-class hours (144 Total Student Learning Hours) 3 Units.

Catalog Description: This course covers what abuse, neglect and exploitation are, how to identify suspected cases, how to protect the person who has been the victim of these situations and how to effectively respond to these situations. In addition, this course explores the personal and environmental factors that put people at risk and how to negotiate and support a balance between the risks of freedom, people's right to be safe, and the responsibilities of a paraprofessional.

Type of Class/Course: Degree credit

Text:

Fitzsimons, Nancy. *Combating Violence & Abuse of People with Disabilities: A Call to Action*.
Brooks, 2009.

Course Objectives:

By the end of the course, a successful student will be able to:

1. define abuse, neglect and exploitation of individuals with disabilities,
2. describe ways of preventing abuse, neglect and exploitation of individuals with disabilities,
3. identify who reports abuse, neglect and exploitation,
4. describe how to document abuse, neglect and exploitation, and
5. identify personal and environmental factors that put people at risk.

Course Scope and Content:

- Unit I Understanding the Definition of Abuse, Neglect, and Exploitation
- A. Definitions of abuse, neglect and exploitation of individuals with disabilities
 - B. Terms that relate to abuse, neglect, and exploitation
 - C. Examples of abuse, neglect and exploitation
- Unit II Preventing Abuse, Neglect, and Exploitation
- A. Aspects of service delivery that might make individuals with disabilities more vulnerable to abuse, neglect and exploitation

- B. Aspects of disabilities that may make individuals more vulnerable to abuse, neglect and exploitation
- C. Methods that may reduce the risk of abuse, neglect, and exploitation
- D. Systemic and personal barriers to preventing violence and abuse

Unit III Recognizing and Responding Neglect, and Exploitation

- A. Identify indicators of abuse
- B. Reporting potential abuse, neglect, and exploitation
- C. Mandated reporters
- D. Obtaining information from individuals in a respectful manner
- E. Ensuring individual's immediate protection

Unit IV Documenting Abuse, Neglect, and Exploitation

- A. The importance of documenting suspected cases of abuse, neglect, or exploitation
- B. Information that should be included in the documentation
- C. Where and how to document suspected incidents of abuse, neglect, or exploitation
- D. Follow-up on the reporting of incidences
- E. Understanding the legal system

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Review tutorials and multimedia
2. Complete writing and reading assignments
3. Participate in individual and group assignments

Methods of Instruction:

1. Lectures
2. Group discussions
3. Classroom exercises
4. Individual and/or group projects

Methods of Evaluation:

1. Instructor evaluations
2. Tests/Quizzes
3. Case Brief Analysis

Supplemental Data:

TOP Code:	210450: Disability Services
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SAM Priority Code:	D: Possibly Occupational
Distance Education:	Online; offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	LSBS: Local GE Social/Behavioral Sci
Discipline	