

North Hennepin Community College

SOC 1750: Families in Crisis

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites:

This course requires the following prerequisite

SOC 1110 - Introduction to Sociology

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci

This course analyzes the dimensions and dynamics of family dysfunctions. Topics may include, domestic abuse, child abuse and protection, vulnerable adults, peace officer response to crime victims, Americans with Disabilities Act as it relates to peace officers, mental health, poverty, homelessness, and the substance abuse as related to family issues.

Prerequisite: Soc 1110

B. COURSE EFFECTIVE DATES: 09/10/1997 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Topics covered may include, but are not limited to, violence, poverty and alcoholism which are analyzed using Family Systems Theory, social-structural perspective, and a macro level of analysis.

D. LEARNING OUTCOMES (General)

1. Examine the family as a social institution and the dynamics within the family as they relate to the roles played by the individuals within the family. (MnTC Goal 2, comps. a, b, c, d; MnTC Goal 5, comp. b) ELOs 1, 2
2. Use and critique alternative explanatory systems or theories about the family. (MnTC Goal 2, comps. c; MnTC Goal 5, comp. c) ELOs 1, 2
3. Analyze, apply, evaluate and communicate possible solutions for contemporary family life. (MnTC Goal 2, comp d; MnTC Goal 5, comp. d) ELOs 2, 3
4. Understand the role of peace officers when responding to family issues. ELOs 1, 2, 3
5. Understand the types of domestic related court orders, victim rights and referrals, harassment and stalking, child protection, child abuse and neglect, mandatory reporters, vulnerable adult issues, Americans with Disabilities Act concerns for peace officers. ELOs 1,3,4
6. THIS COURSE MEETS THE FOLLOWING MINNESOTA PEACE OFFICER STANDARDS AND TRAINING (POST BOARD) LEARNING OBJECTIVES...
7. 2.14.1 Define the terms crime and crimes of violence as found in Minnesota Statute.
8. 2.14.2 Discuss the extent, causes and impact of crimes of violence including physical and sexual abuse, physical violence, harassment and stalking, and neglect. (Minn. Stat. 626.8451., Subd. 1a.)
9. 2.14.3 Discuss how anger, intimidation, isolation, restriction of freedom, economic abuse, emotional abuse, threats and psychological abuse, physical abuse and sexual abuse are methods of exerting power and control.
10. 2.14.4 Describe stalking and how it has changed with technological advances
11. 2.15.4 Describe community resources and supportive services for individuals and families involved in abusive situations.
12. 2.15.8 Describe who is mandated to report suspected child and vulnerable adult abuse and the ramifications of not reporting.
13. 2.16.1 Explain what legally constitutes domestic abuse and assault.
14. 2.16.2 Discuss the dynamics of domestic violence including the phases of abusive behavior, the progression of violence, the use of power to attain control of a relationship, the effects of abuse, and the societal forces that may perpetuate an atmosphere conducive to abuse.
15. 2.16.3 Discuss types of abuse including physical, emotional, psychological, sexual, and economic.
16. 2.16.4 Discuss characteristics of batterers and victims and the effects of domestic violence including: how fear and social stigma related to domestic violence affect victim behavior, and issues related to children as victims and witnesses at domestic violence scenes.
17. 2.16.5 Define the following terms outlined in Minnesota Statute: domestic abuse, family or household member, qualified domestic violence-related offense (QDRO), order for protection, ex parte order, domestic abuse no contact order, harassment restraining order, harassment, and stalking.
18. 2.16.6 Identify significant aspects of Minn. Stat. related to domestic abuse (Minn. Stat. 629.341 and 518.B01, 609.749, 609.2242) including what legally constitutes domestic assault, elements of various levels of domestic assault, and enhancement for prior domestic violence related offense convictions.
19. 2.16.7 Discuss family violence prevention techniques and common resources and referral agencies for victims of family violence.
20. 2.18.1 Identify and describe the dynamics associated with the victim experience and myths surrounding trauma and victimization.
21. 2.18.2 Describe the current state of victim's rights in the criminal justice system. (Minn. Stat. 611A)
22. 2.18.3 Explain the peace officers role in advising victims regarding shelter and assistance and the importance of demonstrating compassion and concern for victims.
23. 2.18.4 Discuss the importance of confidentiality of a victims address/location, and connecting victims with victim crisis services.
24. 2.18.5 Discuss culturally responsive approaches to dealing with victims of violent crimes.
25. 2.18.6 Explain the use of the crime victim notification form.

26. 2.18.7 Explain peace officer duties relative to obtaining assistance with non-English speaking victims or victims with communications disabilities.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.