



EFFECTIVE: SEPTEMBER 2011 CURRICULUM GUIDELINES

A. Division:	Academic	Effective Date:	September 2011
B. Department / Program Area:	Faculty of Child, Family and Community Studies <i>Community Social Service Worker</i>	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	A, B, D, E, F, G, L, M, N, Q
		Date of Previous Revision	December 2003
		Date of Current Revision:	February 2011
C: CSSW 2433	D: Families in Community Context	E:	3

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: Building on the course content in CSSW 2333, Families: Change and Development, students will examine critical issues families and communities may encounter, including child abuse and partner violence, legalities involved in separation and divorce, child custody, fostering, addictions, illness, multiculturalism and First Nations' families. Students will explore the role of the social service worker in providing support, assessment and referrals to families requiring services.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week / semester for each descriptor) 60 hours Number of Weeks per Semester: Flexible delivery ranging over 2 to 15 weeks	H: Course Prerequisites: CSSW 2333	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite None	
	K: Maximum Class Size: 30	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)		

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, within the following content areas, the student will be able to:

1. **Child abuse and neglect:**
 - define the types and impact of child abuse, including physical, emotional and sexual
 - describe underlying causes of child abuse in society
 - identify indicators of child abuse
 - demonstrate understanding of personal and professional responsibility to report child abuse
2. **Partner violence and violence towards women:**
 - define types of partner violence, including physical, emotional and sexual
 - demonstrate understanding of underlying causes of violence
 - explain the “cycle of abuse” model for understanding partner violence
 - identify services and support for those experiencing relationship violence, including transition and second stage housing
 - describe ways in which social service workers may provide support to those who are involved in legal processes related to partner violence
 - describe the impact of family violence on children who witness abuse
3. **Legal processes as they relate to CSSW role with families:**
 - describe the essential components of child protection legislation
 - demonstrate basic understanding of separation agreements, restraining orders, divorce and custody agreements.
4. **Specialized issues in the family:**
 - demonstrate basic understanding of the foster care system
 - describe the unique history of First Nations’ families in Canada, including the legacy of residential school and the over-representation of First Nations’ children in government care
 - demonstrate an understanding of families in a multicultural context
 - demonstrate an understanding of the impact of addictions, mental illness and major illnesses such as HIV/AIDS in families
 - demonstrate an understanding of non-traditional families
5. **Intervention strategies and resources**
 - identify effective intervention strategies for families affected by abuse
 - identify resources/treatment available for both victims and perpetrators of abuse
 - demonstrate knowledge of case management approach to working with families
 - identify appropriate community resources for families to assist in meeting their needs
 - provide supportive counselling, including assessment and referrals
 - describe culturally appropriate services and resources
 - describe how agency policy, procedure, community resources, and the families own support network can be mobilized

N: Course Content:

The following global ideas guide the design and delivery of this course:

- Violence and abuse occur in the context of family, community and culture. Opportunities for change and adaptation occur throughout the lifespan. Transitions represent critical periods during which maladaptive response are most likely.
- The role of social service workers in abuse situations is to support, report, advocate and refer and to refrain from investigations, as this is the responsibility of child protection social workers and police/Crown Counsel.
- Family violence and abuse intervention can be disturbing for workers. Practitioner self-care is an essential component of effective work.
- Events such as partner and child abuse, removal of a child, separation and divorce often may be accompanied by legal procedures. It is essential that the worker has a basic understanding of separation agreements, custody arrangements, restraining orders and supervised access.
- Many families are dealing with the impact of immigration, the refugee experience, the legacy of residential schools and systemic discrimination, disabilities, major illnesses and addictions.
- There are many agencies providing services to families. The worker must acquire a comprehensive understanding of the services available to families and make appropriate referrals.

<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture • Collaborative learning • Use of multimedia resources
<p>P: Textbooks and Materials to be Purchased by Students</p> <ul style="list-style-type: none"> • T.B.A.
<p>Q: Means of Assessment:</p> <p>This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of the following:</p> <ul style="list-style-type: none"> • Examinations • Research papers • Attendance • Participation <p>This is a letter graded course.</p>
<p>R: Prior Learning Assessment and Recognition:</p> <ul style="list-style-type: none"> • This course is available for PLAR.

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean: **Jan K. Carrie**

Registrar