



Course Information

A: Division: Applied Programs Date: 24 June 1994
 B: Department: Child, Family and Community Studies New Course: X
 Program: Child and Youth Care Counsellor Revision of Course Information form:

C: CFCS 460 D: Family Violence, Abuse and Recovery E: 3

| Subject & Course No. | Descriptive Title | Semester Credit |
|---|--|--|
| F: Calendar Description: In this course, students will examine a broad range of abuse issues in the lives of families, children and youth. The role of the practitioner in assessing the indicators of abuse, reporting abuse, providing support and referral will be examined from a practice and policy perspective. | | Summary of Revisions: (Enter date & section) Eg: Section C,E,F |
| G: Type of Instruction: Hours per Week / per Semester Lecture: 60 Hrs. Laboratory: Hrs. Seminar: Hrs. Clinical Experience: Hrs. Field Experience: Hrs. Practicum: Hrs. Shop: Hrs. Studio: Hrs. Student Directed Learning: Hrs. Other: Hrs. Total: 60 Hrs. | | H: Course Prerequisites: CFCS 130/ CFCS/CSSW/CYCC 220 I: Course Corequisites: Nil J: Course for which this Course is a Prerequisite: Nil K: Maximum Class Size: 30 |
| L: College Credit Transfer <input type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> Non-Credit <input type="checkbox"/> | M: Transfer Credit: <input type="checkbox"/> Requested: <input type="checkbox"/> Granted: <input type="checkbox"/> Specify Course Equivalents or Unassigned Credit as appropriate: U.B.C. S.F.U. U. Vic. Other: | |

(F. Grant/T. McGuire/G. Tennant)
 Course Designers

 Director/Chairperson

Divisional Dean

 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form)

T.B.A.

Major Concepts:

1. Abuse occurs in the context of family, community, and culture. For a number of reasons (emotional, psychological, economic) individuals can respond reactively, and intentionally or unintentionally cause harm to others. Human development, change, and adaptation occur throughout the lifespan.
2. Abuse takes on many forms and interpretations. Abuse can be presented as physical abuse, physical neglect, emotional abuse, emotional neglect, and sexual abuse. While many victims represent vulnerable populations (children, elderly, disabled, women) abuse surpasses race, class, and economic status.
3. Child abuse is historically problematic. Concerns raised to the protection of children have continually led to debate over the sanctity of the family versus state intervention.
4. Family violence affects one in eight families. The themes of gender and socialization are central to an understanding of wife battering, child abuse and sexual assault. Family violence, particularly wife battering, is a reflection of an unequal distribution of power within a society that is patriarchal, based on male prerogative.
5. Considered the "hidden abuse", elder abuse is on the increase due to rise in the aging population. The demands on the care-giver of an aging population are both stressful and exhausting. In families where resources (economic and support systems) are minimal, stressors increase and the risk of elder abuse escalates.
6. The role of human service practitioners in abuse situations is to support, report, advocate and refer. It is critical that practitioners refrain from investigations as this is the responsibility of the police, Crown Counsel, and/or child protective services.
7. Abuse intervention is difficult and can often be disturbing. Practitioner self-care is an essential component to effective work. Practitioners can benefit from establishing personal and/or professional support systems. Practitioner's well-being is dependent upon self awareness, a sense of humour, objectivity and the ability to be proactive. A personal plan aimed at stress reduction and self care is recommended.

8. Working with people involves both personal and professional values, attitudes, and beliefs. Ethics are central in working with issues of abuse and violence.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

- 1) Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations
- 2) A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing. i.e. oral, individual, group, narrative, research
- 3) A developmental approach to evaluation that is sequenced and progressive.
- 4) Evaluation being used as a teaching and learning tool for both students and instructors.
- 5) Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.