



**EFFECTIVE: SEPTEMBER 2004**  
**CURRICULUM GUIDELINES**

A. Division: **Instruction** Effective Date: **01 September 2004**

B. Department / Program Area: **Faculty of Child, Family and Community Studies  
Community Social Service Worker** Revision:  New Course

If Revision, Section(s) Revised:  
 Date of Previous Revision:  
 Date of Current Revision: **25 September 2003**

C: **CSSW 2433** D: **Advanced Family Issues for Social Service Workers** E: **2**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	Calendar Description: <b>Building on the course content in CFCS 333, Working From a Family Systems Perspective, students in this course will examine critical issues within the context of the family, including child abuse and partner violence, legal procedures such as separation agreements, child custody and restraining orders, fostering, addictions, illness, multiculturalism and First Nations' families. Students will also explore the role of the social service worker in providing support, assessment and referrals to families requiring services.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites: <b>CFCS 2333</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture</b>	<b>I:</b> Course Corequisites: <b>None</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>40 hours</b>	<b>J:</b> Course for which this Course is a Prerequisite <b>None</b>
	Number of Weeks per Semester: <b>Flexible delivery ranging over 9 to 15 weeks</b>	<b>K:</b> Maximum Class Size: <b>30</b>
<b>L:</b>	PLEASE INDICATE: <b>Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.</b>	
<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 ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives / Learning Outcomes

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

1. **Explore issues of child abuse and neglect.**
  - Define the various types of child abuse, including physical, emotional and sexual.
  - Understand history of and underlying causes of child abuse in society.
  - Recognize several indicators of child abuse, including disclosure.
  - Demonstrate ability to recognize and report child abuse to child protection social workers.
  - Provide appropriate services to families, including support, parenting education and supervised access.
2. **Explore issues of partner violence and violence towards women.**
  - Define various types of partner violence, including physical, emotional and sexual.
  - Understand history and underlying causes of violence towards women.
  - Identify services and support for women experiencing relationship violence, including transition and second stage housing.
  - Provide support to women who are involved in legal processes related to partner violence.
  - Understand impact of family violence on children who witness abuse.
3. **Describe legal processes as they relate to CSSW role with families.**
  - Child protection legislation.
  - Separation agreements.
  - Restraining orders.
  - Divorce and custody, including access and visitation.
  - Supervised access.
4. **Describe specialized issues in the family, including:**
  - Foster care system.
  - First Nations' family system.
  - Multicultural families.
  - Addictions, mental health and major illnesses such as HIV AIDS.
  - Non-traditional families such as same sex couples.
5. **Describe intervention strategies and resources.**
  - Identify effective intervention strategies for individuals affected by abuse.
  - Identify resources/treatment available for both victims and perpetrators.
  - Understand 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.
  - Provide culturally appropriate services and resources.

**N:** Course Content: The following global ideas guide the design and delivery of this course:

1. **Violence and abuse occurs in the context of family, community and culture. For a number of reasons (emotional, psychological, economic) individuals can respond to change and stress reactively and intentionally or unintentionally cause harm to others. Human development, change and adaptation occur throughout the lifespan and it is during the stresses of these transitions that abuse is most likely to occur.**
2. **Family violence is relatively common. The themes of gender, socialization, culture and power are central to an understanding of wife battering, child abuse and sexual assault.**
3. **The role of social 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 child protection social workers and police/Crown Counsel.**
4. **Family violence and abuse intervention is difficult and can often be disturbing. Practitioner self-care is an essential component of effective work.**
5. **Family violence and child abuse are often underlying factors which contribute to other behaviours such as addiction and other self-abuses, sexual dysfunction, aggression, and unstable lifestyles.**
6. **There are many agencies and services designed to support clients who are affected by abuse. These include transition homes, second stage housing, and counselling and treatment programs for abused women and children, adults who were abused as**

	<p>children and perpetrators of abuse and violence.</p> <p>7. Abuse and family violence tend to occur in a ‘cycle of abuse.’ It is important to have an understanding of the complexities of this cycle, as well as the other emotional factors, such as attachment, that affect a person’s involvement with an abusive partner.</p> <p>8. Events such as partner and child abuse, apprehension of a child by MCFD, separation and divorce often lead to major changes in family structure that may be accompanied by legal procedures. It is essential that the worker has a basic understanding of such things as separation agreements, custody arrangements, restraining orders and supervised access.</p> <p>9. Workers encounter families in many different contexts, including culture and ethnicity, same-sex relationships, First Nations’ communities and foster families. In addition, 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.</p> <p>10. 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>
<b>O:</b>	Methods of Instruction <b>Lecture, collaborative learning, use of multimedia resources</b>
<b>P:</b>	Textbooks and Materials to be Purchased by Students <b>T.B.A.</b>
<b>Q:</b>	<p>Means of Assessment: <b>This course will conform to Douglas College policy regarding the number and weighting of evaluations.</b></p> <ol style="list-style-type: none"> <li>1. <b>Examinations</b></li> <li>2. <b>Research papers</b></li> <li>3. <b>Attendance</b></li> <li>4. <b>Participation</b></li> </ol>
<b>R:</b>	Prior Learning Assessment and Recognition: <b>This course is available for PLAR.</b>

**Nancy Newman**

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar