



**EFFECTIVE: MAY 2004**  
**CURRICULUM GUIDELINES**

A. Instruction April, 2004

B. Faculty of Child, Family and  
 Community Studies  
 CYCC, YJWD, CCSD, CSSW



June 24, 1994  
 February 2, 2004

C: CFCS 2460

<p>Lecture. This course may use Web CT in addition to classroom delivery</p>	<p>Nil J:</p>			
<p>60 Hours semester  Flexible delivery ranging over 2 to 15 Weeks</p>	<p>K: 30</p>			
<p>L: : 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.</p> <table border="1" data-bbox="272 1591 337 1749"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td>x</td></tr> </table> <p>Course and Block Transfer</p>				x
x				

**M:**

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

- 1. Identify how our personal and professional attitudes, values and experiences affect our perceptions and judgements when intervening in cases of potential abuse and family violence.**
- 2. Define the various types of child abuse and family violence, including physical and emotional child abuse and neglect, sexual abuse, partner abuse and elder abuse.**
- 3. Recognize the historical perspective of how societies have perceived and intervened in the various types of child abuse and family violence.**
- 4. Identify the indicators of the various types of child abuse and family violence**
- 5. Apply the appropriate child protection and criminal reporting procedures.**
- 6. Identify the psychological, social and cultural causal factors of the various types of child abuse and family violence.**
- 7. Recognize the potentially abused child in a disclosure process and apply the practice skills to support this process di pr w1(i)4(l/i)6(a)-4(b)4(uskin)-4( )TJ0.0029 Tw 8aiabuskin**

<p><b>The demands on the caregiver 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.</b></p> <p><b>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.</b></p> <p><b>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 humor, objectivity and the ability to be proactive. A personal plan aimed at stress reduction and self-care is recommended.</b></p> <p><b>8. Working with people involves both personal and professional values, attitudes, and beliefs. Ethics are central in working with issues of abuse and violence.</b></p>
<p><b>O:</b></p> <p>Lecture  Group discussion and exercises  Student presentations  Audio visual presentations  Web CT</p>
<p><b>P:</b></p> <p>TBA</p>
<p><b>Q:</b> :</p> <p>Typical means of evaluation will include a combination of written research assignments, journals, class presentations and class participation.</p>
<p><b>R:</b></p> <p>Yes</p>