

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: SOWK 302		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Interdisciplinary Collaborative Practice: Working with Families Course Short Title: Collaborative Practice <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): School of Social Work and Human Services															
Calendar Description: Instructors from multiple disciplines will teach students the impact of substance misuse, interpersonal violence, and mental health issues on families and the community. Students will learn family-focused collaborative interventions involving services and programs offered by providers including government agencies and community organizations.																	
Prerequisites (or NONE):		60 university-level credits or instructor's permission.															
Corequisites (if applicable, or NONE):		None															
Pre/corequisites (if applicable, or NONE):		None															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: N/A Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td>14</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours: Group and portfolio work</td> <td>6</td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	25	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)	14	Supervised online activities		Other contact hours: Group and portfolio work	6	Total hours	45	Transfer Credit Transfer credit already exists: (See bctransferguide.ca .) <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit revised outline for rearticulation: <input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		Expected Frequency of Course Offerings: Annually <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>															
Department / Program Head or Director: Margaret Coombes		Date approved: April 13, 2018															
Faculty Council approval		Date approved: June 1, 2018															
Dean/Associate VP: Dr. Tracy Ryder-Glass		Date approved: June 1, 2018															
Campus-Wide Consultation (CWC)		Date of posting: September 14, 2018															
Undergraduate Education Committee (UEC) approval		Date of meeting: October 26, 2018															

Learning Outcomes:

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

- Differentiate between the various systems' mandates, role of providers, service orientation, and expectations that connect with families who experience interpersonal violence, mental health concerns, and substance misuse issues.
- Analyze how service providers share critical information and examine how confidentiality is linked to personal, professional and family safety.
- Assess safety and crisis (physical, mental health, emotional) for individuals and families.
- Determine available community resources while creating team, individual and family safety plans.
- Evaluate service delivery to vulnerable populations, including but not limited to Indigenous Peoples experiencing intergenerational trauma, racism, and sexism.
- Manage personal and professional ethics and boundaries while partnering with families and services in a collaborative interdisciplinary environment.
- Identify a "personal best practice approach" that works within complex interdisciplinary environments and respects differences.
- Demonstrate collaborative skills in individual, group, and non-traditional settings.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because student must demonstrate skills in community group activities and classroom settings.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lectures, guest lectures, presentations and group activities.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Campbell, M., Hilton, N.Z., Kropp, P.R., Dawson, M., Jaffe, P	Domestic violence risk assessment: Informing safety planning & risk management	<input checked="" type="checkbox"/>	Canadian Domestic Homicide Prevention Initiative	
2. Community Coordination for Women's Safety (CCWS)	Interagency case assessment teams best practices: Working together to reduce the risk of domestic violence	<input checked="" type="checkbox"/>	Community Coordination for Women's Safety (CCWS)	
3. Menzies, P., & Lavalley, F. L.	Aboriginal people with addiction and mental health issues – what health, social service and justice workers need to know.	<input checked="" type="checkbox"/>	Centre for Addiction and Mental Health. Journey to Healing	

Typical Evaluation Methods and Weighting

Assignments:	30%	Project:	20%	Portfolio:	50%	Total:	100%
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Details (if necessary): Portfolio will be individualized and will identify a "personal best practice approach".

Typical Course Content and Topics

- Course syllabus, experiential learning in groups, and personal portfolios.
 - Reflective group exercise: Relevance of collaborative community approach, debunking societal myths and stereotypes
- Roles and mandates of community providers, emergency responders, and government systems. Case scenarios for each module, and group projects.
- Agencies' capacity to assess, intervene, and support families experiencing mental health, interpersonal violence, and drug misuse.
 - Group activity and tip sheet (family and provider questions and facts)
- Substance misuse assessments, safety issues, community interventions, and relationships between providers and families.
 - Students activity - community panel
- Mental health assessments, safety issues, trauma, and the impact on families and the community.
- Interdisciplinary and community view of violence, including current practice and research of cultural, social dynamics, and safe relationships.
- Safe communities' collaborative response, use of critical information and confidentiality.
- Best practices, evidence-based interventions, community engagement activities, and partnerships between families and services (Group exercise using case scenarios)
- Service delivery models.
 - Wrap-around response that includes supports, services and safety plans for a team, a family, or an individual. (Group exercise using case scenarios)
- Ethical dilemmas, boundaries, personal practices, collaborations, reflection and use of self.
- Service strengths and gaps, and implications of change. (Group exercise using case scenarios)
- Portfolio Presentations
- Student learning and feedback.