## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<table>
<thead>
<tr>
<th>Course Code and Number: SOWK 302</th>
<th>Number of Credits: 3</th>
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</thead>
</table>

**Course Full Title:** Interdisciplinary Collaborative Practice: Working with Families  
**Course Short Title:** Collaborative Practice  
*(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)*

**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 *(Cannot be taken for additional credit.)*
- Former course code/number: N/A  
- Cross-listed with:  
- Dual-listed with:  
- Equivalent course(s):
  - *(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.)*

### Special Topics
This course is offered with different topics:  
- ☒ No ☐ Yes *(Double-click on box to select it as checked.)*
If yes, different lettered courses may be taken for credit:  
- ☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
*(The specific topic will be recorded when offered.)*

### Transfer Credit
Transfer credit already exists: *(See [bctransferguide.ca](http://bctransferguide.ca).)*  
- ☒ No ☐ Yes
Submit revised outline for rearticulation:  
- ☐ No ☐ Yes *(If yes, fill in transfer credit form.)*

### Grading System
- ☒ Letter Grades ☐ Credit/No Credit

### Expected Frequency of Course Offerings:
- Annually  
*(Every semester, Fall only, annually, every other Fall, etc.)*

### Typical Structure of Instructional Hours

<table>
<thead>
<tr>
<th>Lecture/seminar hours</th>
<th>25</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

| Total hours | 45 |

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

**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.)

<table>
<thead>
<tr>
<th>Author (surname, initials)</th>
<th>Title (article, book, journal, etc.)</th>
<th>Current ed.</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Community Coordination for Women’s Safety (CCWS)</td>
<td>Interagency case assessment teams best practices: Working together to reduce the risk of domestic violence</td>
<td></td>
<td>Community Coordination for Women’s Safety (CCWS)</td>
<td></td>
</tr>
</tbody>
</table>

Typical Evaluation Methods and Weighting

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>30%</th>
<th>Project:</th>
<th>20%</th>
<th>Portfolio:</th>
<th>50%</th>
<th>Total:</th>
<th>100%</th>
</tr>
</thead>
</table>

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.