



COURSE OUTLINE: NSW125 - FAMILIES

Prepared: Michelle Sayers

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

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| Course Code: Title | NSW125: WORKING WITH FAMILIES |
| Program Number: Name | 1221: SSW INDIGENOUS SPECA |
| Department: | SOCIAL SERV. WKR. - NATIVE |
| Academic Year: | 2022-2023 |
| Course Description: | This course will examine the family system and methods for approaching family life cycle dilemmas through a strength based and holistic approach. As a family moves through the family life cycle they will face many development challenges, however, some families will also be faced with more intense challenges, such as abuse. Students will examine the aspects of abuse in the family and recognize the role of advocacy, intervention and prevention by understanding the impacts, patterns and services of abuse within families. In addition students will explore the challenges imposed on the First Nation family system since European contact by learning how the family balanced life through a system of collective responsibilities. |
| Total Credits: | 4 |
| Hours/Week: | 4 |
| Total Hours: | 56 |
| Prerequisites: | There are no pre-requisites for this course. |
| Corequisites: | There are no co-requisites for this course. |
| Vocational Learning Outcomes (VLO's) addressed in this course: | 1221 - SSW INDIGENOUS SPECA |
| Please refer to program web page for a complete listing of program outcomes where applicable. | VLO 1 Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work. |
| | VLO 2 Record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards. |
| | VLO 3 Integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals. |
| | VLO 5 Examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client. |
| | VLO 6 Develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth. |
| | VLO 7 Work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates. |
| | VLO 10 Develop the capacity to work with the Indigenous individual, families, groups and |



| | <p>communities while respecting their inherent rights to self-determine, and to identify and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice.</p> <p>VLO 11 Integrate culturally appropriate strategies and Indigenous methods of healing practices to help empower individuals and communities to solution build within an aboriginal worldview and context.</p> | | | | | | | | | | | | |
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| Essential Employability Skills (EES) addressed in this course: | <p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p> | | | | | | | | | | | | |
| General Education Themes: | <p>Social and Cultural Understanding</p> <p>Personal Understanding</p> | | | | | | | | | | | | |
| Course Evaluation: | <p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p> | | | | | | | | | | | | |
| Books and Required Resources: | <p>An introduction to social work. Empowerment series by Collins, D., Jordan, C., & Coleman Publisher: Neslon Edition: 4 ISBN: 9781133312628</p> | | | | | | | | | | | | |
| Course Outcomes and Learning Objectives: | <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Apply knowledge of the micro, macro and mezzo systems that affect the family system to effective respond to family life cycle challenges.</td> <td>1.1. Identify the core concepts of systems theory. 1.2. Apply knowledge of family systems theory when examining family strengths and challenges. 1.3. Explain the connectedness of the Medicine Wheel and the teachings of the family life cycle to understand the family as an interconnected system within and outside of the family.</td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>Apply assessment tools and techniques to identify family strengths and challenges.</td> <td>2.1. Create family genogram, eco map, and family timelines. 2.2. Identify family crisis points throughout the family life cycle. 2.3. Assess family and individual balance using the Medicine Wheel.</td> </tr> <tr> <th>Course Outcome 3</th> <th>Learning Objectives for Course Outcome 3</th> </tr> <tr> <td>3. Summarize the impacts of European contact on the Indigenous family.</td> <td>3.1. Describe the historical impacts, such as colonization efforts, the residential school era, and the 60's scoop, on contemporary family challenges.</td> </tr> </tbody> </table> | Course Outcome 1 | Learning Objectives for Course Outcome 1 | 1. Apply knowledge of the micro, macro and mezzo systems that affect the family system to effective respond to family life cycle challenges. | 1.1. Identify the core concepts of systems theory. 1.2. Apply knowledge of family systems theory when examining family strengths and challenges. 1.3. Explain the connectedness of the Medicine Wheel and the teachings of the family life cycle to understand the family as an interconnected system within and outside of the family. | Course Outcome 2 | Learning Objectives for Course Outcome 2 | Apply assessment tools and techniques to identify family strengths and challenges. | 2.1. Create family genogram, eco map, and family timelines. 2.2. Identify family crisis points throughout the family life cycle. 2.3. Assess family and individual balance using the Medicine Wheel. | Course Outcome 3 | Learning Objectives for Course Outcome 3 | 3. Summarize the impacts of European contact on the Indigenous family. | 3.1. Describe the historical impacts, such as colonization efforts, the residential school era, and the 60's scoop, on contemporary family challenges. |
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| | 3.2. Recognize the role policies, such as The Child, Youth and Family Service Act or the Indian Act, has on challenges impacting Indigenous families. 3.4 Explain |
| Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| 5. Create an intervention plan to address the various family life cycle challenges. | 5.1. Assess family challenges and strengths. 5.2. Identify appropriate resources within and outside of the family system. 5.3. Develop an intervention activity to address a family challenges. 5.4. Prepare a safety plan when leaving an abusive condition. |
| Course Outcome 5 | Learning Objectives for Course Outcome 5 |
| 6. Recognize the role of advocacy as a social service worker when working with families. | 6.1. Understand the Child and Family Services Act. 6.2. Explain the considerations for Aboriginal families under the Child and Family Services Act. 6.3. Articulate the importance of advocating on behalf victims of abuse. 6.4. Create awareness information related to family abuse issues. 6.5. Identify relevant legislation and policies such as child welfare, divorce, long-term care, that impact the family across the life cycle. |
| Course Outcome 6 | Learning Objectives for Course Outcome 6 |
| 7. Differentiate between the types of abuse and the impact on an individual and the family as a system. | 7.1. Recognize the different types of abuse related to children, partners and elders. 7.2. Identify the physical, mental, emotional and spiritual effects of abuse. |
| Course Outcome 7 | Learning Objectives for Course Outcome 7 |
| 8. Identify the challenges of addressing abusive and neglectful family experiences in consideration of inter-generational trauma, lateral violence, marginalizations, and impacts of trauma. | 8.1. Connect the impact of historical trauma. 8.2. Identify structural oppression. 8.3. Apply anti-oppressive practices to connect solutions to challenges faced by families affected by abuse and neglect. 8.4 Define trauma-informed approach and discuss the importance of integrating knowledge about trauma into practices to actively seek to avoid re-traumatization. |

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
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| Elder Abuse Awareness Assignment | 20% |
| Final: Intervention Assignment | 30% |
| Key Concepts Notes | 15% |
| Worksheets | 35% |

Date:

June 21, 2022



Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

