



COURSE OUTLINE

SSW0217

Prepared: Judi Gough, MSW,RSW Approved: Martha Irwin, Chair

Course Code: Title	SSW0217: SOCIAL SERVICES WORK WITH FAMILIES/CICE				
Program Number: Name	1120: COMMUNITY INTEGRATN				
Department:	C.I.C.E.				
Semester/Term:	17F				
Course Description:	The social work/social service profession is instrumental in providing support and interventions to families. This course will provide students with the necessary basic knowledge and skills to assess, support, intervene and advocate on behalf of diverse families in the community. Specifically, the course will promote students ability to identify and foster family resilience through a variety of best practice and strength-based interventions.				
Total Credits:	3				
Hours/Week:	3				
Total Hours:	45				
Essential Employability Skills (EES):	<ul style="list-style-type: none"> #1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #3. Execute mathematical operations accurately. #4. Apply a systematic approach to solve problems. #5. Use a variety of thinking skills to anticipate and solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences. 				
Course Evaluation:	Passing Grade: 50%, D				
Evaluation Process and Grading System:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Evaluation Type</th> <th style="text-align: center;">Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Family assessment intervention plan</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Family assessment intervention plan	20%
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Final exam	20%
Journal	30%
Skill development	10%
Text questions	20%

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

Demonstrate understanding of the diversity of Canadian families

Learning Objectives 1.

- a. Identify the demographics of families in Canada/Ontario
- b. Discuss the diverse nature and needs of contemporary Canadian families related to factors such as race, culture, ethnicity, social and economic class, gender and sexual orientation
- c. Discuss how these factors may impact interactions within the family and between the family and community systems
- d. Discuss the impact of oppression on families
- e. Discuss the importance of culturally competent practice with families

Course Outcome 2.

Demonstrate understanding of the role and scope of practice of the SSW in family work.

Learning Objectives 2.

- a. Explain the role of SSW and scope of practice in working with families
- b. Describe the agency context for family practice
- c. Demonstrate knowledge of assessment and intervention approaches within the context of social service work scope of practice



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Course Outcome 3.

Demonstrate understanding of the developmental stages of family life

Learning Objectives 3.

- a. Discuss developmental stages and critical roles and tasks related to each stage
- b. Discuss the strengths, resources and challenges within each family life cycle of individual family members and the family as a unit

Course Outcome 4.

Develop professional practice skills for working with families based on a strengths-based model rather than one of disorder and deficit.

Learning Objectives 4.

- a. Discuss and apply the risk and resilience research findings to social service work with families
- b. Demonstrate knowledge of community agencies and organizations that would benefit and support families and their referral processes
- c. Demonstrate the ability to assess both strengths and vulnerabilities of families.
- d. Utilize strengths-based interview questions, methods and interventions.
- e. Develop assessment and intervention approaches that build on the family's formal and informal sources of support.
- f. Demonstrate ability to establish clear and measurable goals developed collaboratively with families
- g. Demonstrate ability to advocate for identified family needs

Course Outcome 5.

Demonstrate understanding of the complex challenges that contribute to at-risk families, and formulate effective, culturally informed, strengths-based interventions that address these challenges

Learning Objectives 5.



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- a. Demonstrate ability to deliver evidence and strengths-based interventions based on mutually assessed family needs
- b. Demonstrate ability to identify and advocate for access to services for families
- c. Be familiar with unique challenges presenting families with experiences of separation and divorce, mental illness, child abuse, domestic violence, trauma, poverty and substance abuse
- d. Utilize assessment tools, and techniques useful in effectively supporting families

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.



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3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

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