



COURSE OUTLINE: NSW0125 - WORK WITH FAMILIES

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Course Code: Title	NSW0125: WORKING WITH FAMILIES
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	20W
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:	60
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
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>
Course Evaluation:	Passing Grade: 50%, D
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> <p>When love hurts: A womens guide to understanding abuse in relationships. by Cory, J. & McAndless-Davies, K. Publisher: Penguin Randomhouse Edition: 3 ISBN: 978-0-425-27428-6</p>
Course Outcomes and	Upon successful completion of this course, the CICE student, with the assistance of a Learning



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Learning Objectives:

Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

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 respond to family life cycle challenges.	Identify the core concepts of systems theory. Apply knowledge of family systems theory when examining family strengths and challenges. 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
Demonstrate knowledge and application of assessment tools and techniques to identify family strengths and challenges.	Create family genogram, eco map, and family timelines. Identify family crisis points throughout the family life cycle Assess family and individual balance using the Medicine Wheel.
Course Outcome 3	Learning Objectives for Course Outcome 3
Summarize the impacts of European contact on the Indigenous family.	Describe the historical impacts, such as colonization efforts, the residential school era, and the 60s scoop, on contemporary family challenges. Recognize the role policies, such as The Child and Family Service Act or the Indian Act, has on challenges faced by Aboriginal families.
Course Outcome 4	Learning Objectives for Course Outcome 4
Identify strengths and resiliency aspects of Aboriginal teachings and practices in addressing current family issues.	Understand the importance of culturally relevant interventions and supports to achieve and maintain family balance. Give examples of Aboriginal teachings and practices applicable to supporting family resiliency.
Course Outcome 5	Learning Objectives for Course Outcome 5
Create an intervention plan to address the various family life cycle challenges.	Assess family challenges and strengths. Identify appropriate resources within and outside of the family system. Develop an intervention activity to address a family challenges. Prepare a safety plan when leaving an abusive condition.
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Recognize the role of advocacy as a social service worker when working with families.	Understand the Child and Family Services Act. Explain the considerations for Aboriginal families under the Child and Family Services Act. Articulate the importance of advocating on behalf victims of abuse. Create awareness information related to family abuse issues. Identify relevant legislation and policies such as child welfare, divorce, long- term care, that impact the family across the life cycle.
Course Outcome 7	Learning Objectives for Course Outcome 7
Differentiate between the types of abuse and the	Recognize the different types of abuse related to children, partners and elders.



	impact on an individual and the family as a system.	Identify the physical, mental, emotional and spiritual effects of abuse.
	Course Outcome 8	Learning Objectives for Course Outcome 8
	Identify the challenges of addressing abusive and neglectful family experiences in consideration of stereotypes, intergenerational trauma, lateral violence, poverty and policies	Connect the impact of historical trauma, Identify structural oppression Apply anti-oppressive practices to connect solutions to challenges faced by families affected by abuse and neglect.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Elder Abuse Awareness Assignment	15%
Family Issues and Community Services	15%
Final: Intervention Assignment	25%
In Class Assignments	30%
Key Concepts Notes	15%

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.
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: August 28, 2019

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

