

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**CICE COURSE OUTLINE**

**COURSE TITLE:** Social Service Practice with Families

**CODE NO. :** SSW217 **SEMESTER:** Fall  
**MODIFIED CODE:** SSW0217

**PROGRAM:** Social Service Worker

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**MODIFIED BY:** Marnie Bunting, Learning Specialist CICE Program

**DATE:** June, 2006 **PREVIOUS OUTLINE DATED:** N/A

**APPROVED:**

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	<b>DEAN</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	SSW204/SSW024	
<b>HOURS/WEEK:</b>	3	

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**I. COURSE DESCRIPTION:**

Currently and historically, the social work profession has been instrumental in providing support and interventions to families in need. This course will provide CICE students with the necessary knowledge and skills to advocate on behalf on, and to assess and intervene with diverse families in the community. Specifically, the course will promote students' ability to foster family resilience through a variety of best practice interventions.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Understand the diversity of Canadian families

Potential Elements of the Performance:

- a. Understand the demographics of families in Canada/Ontario
- b. Understand the diverse nature and needs of contemporary Canadian families related to factors such as race, ethnicity, social and economic class, gender and sexual orientation
- c. Understand how these factors may impact interactions within the family and between the family and community systems

2. Understand the difference between family support and family therapy

Potential Elements of the Performance:

- a. Understand the role of SSW and scope of practice
- b. Understand the agency context for family practice
- c. Possess basic knowledge of family assessment and intervention approaches

3. Understand the phases of family social work

Potential Elements of the Performance:

- a. Be knowledgeable in the beginning, assessment, intervention and termination phases
- b. Identify the goals of each phase
- c. Utilize assessment methods, tools, and techniques useful in each phase in order to effectively support families

4. Understand and describe the developmental stages of family life

Potential Elements of the Performance:

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

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

Potential Elements of the Performance:

- a. Understand and apply the risk and resilience research findings to social service work with families
- b. Possess the ability to assess both strengths and vulnerabilities of families.
- c. Utilize strengths-based interview questions, methods and interventions.
- d. Develop assessment and intervention approaches that build on the family's formal and informal sources of support.
- e. Demonstrate ability to establish clear and measurable goals developed collaboratively with families

6. Understand the complex challenges that contribute to at-risk families, and formulate effective, strengths-based interventions that address these challenges.

- a. Demonstrate ability to design and deliver interventions based on mutually assessed family needs
- b. Demonstrate ability to identify and advocate for access to services for families
- c. Understand the dynamics of family violence and child neglect and abuse, and be able to identify signs and symptoms
- d. Based on assessed needs, be able to provide evidence and strengths-based intervention approaches to families
- e. Be familiar with mental illness, and substance abuse and its impact on the family

7. Effectively assess and tailor interventions for diverse families experiencing unique challenges based on culturally informed practice.
  - a. Demonstrate ability to design and deliver interventions based on mutually assessed family needs
  - b. Demonstrate ability to provide evidence and strengths-based intervention approaches
  - c. Demonstrate ability to identify and advocate for access to services for families
  - c. Be able to understand the impact of oppression on families

### III. TOPICS:

1. Principles that guide family social work
2. Family systems
3. Family Life Cycle and common family challenges and tasks
4. Phases of Family Social Work
5. Assessment and intervention approaches, tools and techniques
6. Domestic violence
7. Child abuse and neglect

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Collins, D., Jordan, C. & Coleman, H. (2007). *An introduction to family social work*, 2e. Brooks/Cole.

Haig, J., Raikes, G. & Sutherland, V. (2003). *Cites and Sources*. TO: Thomson-Nelson.

Student Code of conduct:

<http://www.saultcollege.ca/StudentServices/Student%20Code%20of%20Conduct.pdf>

Other websites and resource materials will be assigned and used as references throughout the course.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. Family assessment	20%
2. Case Study	15%
3. Group Presentation	25%
4. Class participation (based on in-class assignments)	20%
5. Final Exam	<u>20%</u>
	100%

Instructions on each of these assignments/activities will be distributed and discussed in class. In-class assignments cannot be made up if that class is missed. The professor will schedule the assignments as the semester evolves.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct* available at:

<http://www.saultcollege.ca/StudentServices/Student%20Code%20of%20Conduct.pdf> . Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. COURSE POLICIES**

1. Late assignments will be handled at the professor's discretion and for substantial and substantiated reasons only. It is the student's responsibility to make arrangements directly with the professor. Any requests for assignment extensions must be done in writing. Email is preferred. Include in the email the assignment that you are referring to, the reason for the request of the extension, and the time required. Ensure that you receive an email in return confirming receipt of the request. It is the student's responsibility to keep a copy of the email and the response.
2. Exams, tests, quizzes: Tests that are missed cannot be made up except in exceptional circumstances, and with approval of the professor. Students who miss the exam without making prior arrangements with the instructor will be given a zero on the exam/test. The professor reserves the right to determine if a student who has missed a test will be allowed to make other arrangements for writing the missed exam/test/quiz. Exams cannot be re-written to receive a higher grade.
3. Students are expected to come prepared to class to participate in discussion and review of course material. Grades assigned for participation/attendance will reflect the student's knowledge of the content discussed, willingness to share thoughts about the material, ability to respect viewpoints different from their own, and professional behaviour. Absences that affect student attendance and result in missing more than 30% of classes will jeopardize student success in the class.
4. Students must arrive on time for scheduled classes. The professor reserves the right to deny access to the class when a student is late.
5. Email submission of assignments: In circumstances where the student is unable, **for substantial reason**, to attend class when an assignment is due, the student may email the professor to inform them of this, and request permission to submit the assignment by email. The date that the assignment is received will be considered by the Professor as the submission date. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. The email address to be used is [judi.gough@saultcollege.ca](mailto:judi.gough@saultcollege.ca). It is the student's responsibility to keep a copy of the email and the email and the response. A hard copy of the assignment must be submitted for marking at a mutually agreed upon date (the email copy will not be marked).

6. Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment they must email the professor and request an appointment to discuss their concerns. To prepare for the meeting, students are expected to come prepared by taking the time to thoroughly read the feedback provided by the professor, and will be prepared to discuss their specific questions and/or comments. A student has the right to appeal the final grade of a course, and should refer to the Appeals process, available at

<http://www.saultcollege.ca/StudentServices/AppealsProcessFall2005.pdf>

7. Students must follow established and agreed upon classroom conduct. Students are expected to model, in the classroom, professional behaviour that will be expected in Field Placement experiences, and in the profession.
8. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time. Under no circumstances should cell phones be used in class for text messaging.
9. The provisions of the Social Service Worker Program Policies will apply at all times in this course, especially with regard to confidentiality/limits to and reporting format.
10. Beverages/food are allowed in class on the condition that students dispose of garbage, and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.
11. Where special needs students require accommodations/extensions regarding assignments, course expectations or testing, it is understood that the student will proactively discuss, communicate and negotiate with the professor. The student is encouraged to use the special needs office to assist in this process as needed.

#### **VIII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.



**IX. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**X. METHOD OF INSTRUCTION:**

Lecture, case studies, in-class assessment, class discussions and guest speakers will augment the material and assigned readings. There may be additional assigned readings as relevant to the topic.

**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. 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.

**B. 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.

**C. 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

**D. Evaluation:**

Is reflective of modified learning outcomes.