

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. CICE students will examine the aspects of abuse in the family and acquire a basic skill level in regard to the role of advocacy, intervention and prevention by acquiring a fundamental understanding of 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. In consideration of the diversity of the modern family and the diverse challenges the family system encounters students will discover how the family system can move through family system dilemmas and identify resources that contribute to individual and collective wellness.

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. Apply knowledge of the micro, macro and mezzo systems that affect the family system to respond to family life cycle challenges.

Potential Elements of the performance:

- 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.

2. Demonstrate knowledge and application of assessment tools and techniques to identify family strengths and challenges.

Potential Elements of the performance:

- 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.

3. Summarize the impacts of European contact on the Aboriginal family.

Potential Elements of the performance:

- Describe the historical impacts, such as colonization efforts, the residential school era, and the 60's 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.

4. Identify strengths and resiliency aspects of Aboriginal teachings and practices in addressing current family issues.

Potential Elements of the performance:

- 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.

5. Create an intervention plan to address the various family life challenges.

Potential Elements of the performance:

- 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.

6. Recognize the role of advocacy as a social service worker when working with families.

Potential Elements of the performance:

- 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.

7. Differentiate between the types of abuse and the impact on an individual and the family as a system.

Potential Elements of the performance:

- Recognize the different types of abuse related to children, partners and elders.
- Identify the physical, mental, emotional and spiritual effects of abuse.

8. Identify the challenges of addressing abusive and neglectful family experiences

Potential Elements of the performance:

- Stereotypes, intergenerational trauma, lateral violence, poverty, policy
- 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.

III. TOPICS:

1. Family systems and change
2. Family abuse, child abuse, senior abuse
3. Intervention tools (genogram, family life cycle medicine wheel)
4. Historical impacts on contemporary family life
5. Aboriginal teachings and family/community functioning and strength

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Collins, D., Jordan, C., & Coleman, H. (2013). *An introduction to social work. Empowerment series.* Belmont, CA: Brooks/Cole

Cory, J. & McAndless-Davies, K. (2008). *When love hurts: A women's guide to understanding abuse in relationships.* New Westminister, BC: WomanKind Press.

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignment	Worth %
Family Issues and Community Services	20%
Child Abuse Prevention Assignment	15%
Final: Intervention Assignment	20%
In Class Assignments	30%
Key Concepts Notes	15%
TOTAL:	100%

FAMILY ISSUE AND COMMUNITY SERVICES BROCHURE: Each Student will prepare an information brochure covering current issues affecting the modern family and services to assist the family. Topics will be provided by the professor. Brochures will be presented in class.

CHILD ABUSE PREVENTION ASSIGNMENT: Students will have a choice of creating an awareness poster or short informational 3 minute video focusing on the prevention of child abuse and neglect. This assignment will demonstrate the students understanding of the causes and impacts of abuse, and provide strategies for positive changes in caregiving. Details will be provided by professor.

FINAL: INTERVENTION ASSIGNMENT: Using case scenario, students will apply qualitative assessment techniques and assess family challenges and create a family activity to address a family challenge. The family activity must acknowledge family strengths and include all family members.

IN-CLASS ASSIGNMENTS: Throughout the semester students will complete several in class assignments relating to the material covered in class. Some in class assignments will require attendance and marks may be reduced if not in attendance. The weekly schedule outlines when in class assignments occur. In class assignments are designed to allow students to demonstrate and apply their knowledge to specific topics covered in class. The in class-assignments will allow students to practice creating relevant documents, intervention strategies, apply critical thinking skills to scenarios and identify the challenges faced throughout the family life cycle. Each in class assignment will be worth a defined number of points and the total will be converted to the final weighted grade.

KEY CONCEPTS NOTES: Participation Notes are designed to prepare students adequately to engage with the class material being covered. Students will complete a Participation Note form for each chapter/reading assigned as indicated on the weekly schedule. The notes will capture the main points the student pulls from the readings. The notes are intended to prepare students to come to class with some basic understanding of the material and to ask any questions to help clarify the material. The notes will also assist in completing the in class assignments. Each participation note is worth 5 points and will be added and converted to the final weighted grade. Participation Notes are due at the beginning of class. The weekly schedule outlines the reading assigned and due date. Students will be expected to submit participation notes to adequately prepare for class by reviewing assigned readings or resources. Preparation notes must be submitted on the day of class, no exceptions.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

Addendum:

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

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.