



**I. COURSE DESCRIPTION:**

The social work/social service profession is instrumental in providing support and interventions to families in need. 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.

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

Upon successful completion of this course, the student will demonstrate the 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, culture, 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
- d. Be able to understand the impact of oppression on families
- e. Understand the importance of culturally competent practice with families

2. Understand the role and scope of practice of the SSW family work.

**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 key family work theories, assessment and intervention approaches

3. 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

4. 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
5. Understand the complex challenges that contribute to at-risk families, and formulate effective, culturally informed, strengths-based interventions that address these challenges.

**Potential Elements of the Performance:**

- 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. Understand the dynamics of family violence and child neglect and abuse, and be able to identify signs and symptoms
- d. Be familiar with unique challenges presenting families with experiences of separation and divorce, mental illness, and substance abuse
- e. Utilize assessment tools, and techniques useful in effectively supporting families
- f. Demonstrate ability to identify services for families in Algoma District

**III. TOPICS:**

- 1) What does social service work with families consist of?
- 2) Theories and practice approaches for SSW professionals
- 3) Risk and protective factors in relation to families
- 4) Acknowledging and understanding diversity among family structures
- 5) Family life cycle and common family challenges and tasks
- 6) Assessment and intervention approaches, tools and techniques
- 7) Specific challenges to family functioning: may include domestic violence, child abuse and neglect; addictions/mental health, disabilities/illness

This course addresses the SSW vocational outcomes (#1, 2, 3, 4, 5, and 8) related to development of professional and ethical relationships, identification of micro, mezzo and macro level challenges and interventions, recognizing diversity and effective community responses, and integrating group work with families. Additionally, the essential skills outcomes (#1 3, 4, and 5) regarding effective communication, critical thinking, interpersonal skill development and information management are addressed.

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

Coleman, H., Collins, D. & Collins, T. (2005). *Family Practice: A Problem-Based Learning Approach*. Peosta, Iowa: Eddie Bowers Publishing Company.

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

(breakdown of tests/assignments and their weights relative to calculating the final grade for the course)

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| 1. Family Reflection Paper   | 15% |
| 2. Weekly logs   | 30% |
| 3. Family Assessment   | 20% |
| 4. Intervention Plan   | 15% |
| 5. Research paper  | 20% |
| 6. Attendance, and participation are mandatory and included in the weekly logs<br>(minimum attendance requirements stated below) |     |

Assignment instructions, grading criteria and due dates will be posted on D2L by professor.

**The following semester grades will be assigned to students:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
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.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## 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.

This is a participatory course. **Students must maintain a 70% (31.5 hours) attendance rate to be successful in the course. Students, who fall below this expectation, will receive a grade reduction of 1% per hour missed. Students who are absent below a 50% rate of attendance will receive a failing grade.**

### **Additional Guidelines for course/other notes:**

1. Students must be prepared for each class and be willing to actively involve themselves in skill demonstration, feedback, and discussion. Students must be present in order to demonstrate these qualities.
2. Preparation for each class will include readings and assignments, as well as the willingness to demonstrate skills as studied and according to the professor's directions. If any part of this course leads you to feel uneasy, you are advised to discuss this with the professor.
3. Cell phones, pagers, and watches that "beep" must be de-activated or put on "silent mode" during class time. Students may respond to a page or call or may check text messages outside of class. Violations of this may lead to the student being asked to leave the classroom and appropriate sanctions implemented as per Student Code of Conduct. Other types of disruptions will be treated similarly.

4. Laptops are permitted for note-taking and/or classroom purposes only.
5. Spelling, punctuation, and grammar do count in grading. These are essential components in effective communications.
6. Assignments are expected at the beginning of class on the established due dates. Late assignments will be subject to a 10% per day late penalty unless student negotiates extension of due date for substantial reasons one week in advance. Assignments cannot be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.
7. Tests cannot be rewritten to achieve a higher grade. Any rescheduling of tests is at the professor's discretion and must be arranged in advance of the test date. Students are responsible to contact the professor directly and immediately when substantial and substantiated reasons create the need for missing an exam.
8. Students are reminded of the need to be familiar with the SSW program policies and the Sault College Student Code of Conduct.

## **VII. COURSE OUTLINE ADDENDUM:**

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

**Skill Acquisition, Demonstration of skills, and Participation**

**The following are expectations of all students in the SSW program, and within this class. A bonus of up to 5% will be provided where most or all expectations have been observed in this class.**

**ALL EXPECTATIONS MET**

- Demonstrates excellent preparation for class: has read/completed assigned material and references this in class
- Participates consistently in role plays, class exercises, video exercises
- Consistently demonstrates ability to apply basic family work skills accurately
- Contributes in a very significant way to ongoing discussions, keeps analysis focused
- Responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Attends all scheduled classes and arrives on time
- Demonstrates effective active/reflective listening skills
- Demonstrates and applies non-judgmental attitude that promotes respectful interactions with others
- Demonstrates sound family work skills and ability to apply as per course material
- Completes all assignments/expectations in a timely and accurate manner

**MOST EXPECTATIONS MET**

- Demonstrates good preparation for class, knows some of the material
- Arrives to class on time/punctual
- Is prepared with questions and insights from course material
- Demonstrates ability to apply basic family work skills/approach
- Demonstrates beginning level of effective active/reflective listening skills
- Demonstrates and applies non-judgmental attitude that promotes respectful interactions with others
- Demonstrates beginning level family work skills and ability to apply as per course material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Attends 80% or higher of scheduled classes and arrives on time
- Consistent completion of requirements/expectations in a timely manner
- Demonstrates adequate level of self-understanding and commitment to personal and professional development

**SOME EXPECTATIONS MET, SOME CONCERNS NOTED**

- Demonstrates adequate preparation, knows basic material
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in some aspects of the course
- Demonstrates family work skills with encouragement and/or struggles to demonstrate these skills effectively/consistently

- ❑ Demonstrates and applies non-judgmental attitude that promotes respectful interactions with others
- ❑ Demonstrates some family work skills and ability to apply as per course material
- ❑ Student applies and models the skills at a beginning level, however shows difficulties consistently applying the skills learned in class
- ❑ Demonstrates a minimum level of self-understanding and may lack commitment to personal and professional development
- ❑ Occasionally disruptive, (involved in side discussions, difficulties staying focused or reading other material during class etc.)
- ❑ Attends 70% or more of class as required
- ❑ Attends class on time/punctual

### **FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED**

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language is not congruent with skills taught and impacts development of interpersonal skills/relationships with others
- ❑ Participates rarely or only when called on
- ❑ Demonstrates significant difficulties applying the family work skills learned
- ❑ Shows persistent difficulty in applying skills and/or refuses to practice skills
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating/  
Interpersonal/communication skills limited
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- ❑ Demonstrates inability or poor ability to use active/reflective listening skills
- ❑ Demonstrates a judgmental attitude and/or conveys values/beliefs/attitudes/behavior inconsistent with the SSW code of ethics/values
- ❑ Demonstrates limited ability to apply the family work skills
- ❑ Is disruptive (frequent side discussions, reading other materials cell phones, during class, etc.)
- ❑ Attends class below the 70% expectation without substantial/substantiated reasons
- ❑ Frequently arrives late or leaves early or engages in above noted behaviours while in class