



**I. 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.

**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. 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

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

**Potential Elements of the Performance:**

- 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

## 3. Understand and describe the developmental stages of family life

**Potential Elements of the Performance:**

- 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

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. 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
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. Be familiar with unique challenges presenting families with experiences of separation and divorce, mental illness, child abuse, domestic violence, poverty and substance abuse
- d. Utilize assessment tools, and techniques useful in effectively supporting families

**III. TOPICS:**

- 1) What does social service work with families consist of? Scope of practice.
- 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)

1. Weekly logs (20%)
2. Portfolio of text based questions and responses (20%)
3. Family Assessment and intervention plan (20%)
4. Participation in class activities and 'family' groups (20%)
5. Final exam (20%)

This class is highly interactive. Inconsistent attendance will impact not only the individual student's learning, but the learning of their assigned group. A minimum of 75% attendance is required. Students who do not meet the minimum attendance criteria, for reasons that are not substantiated and/or negotiated in advance with faculty approval, will experience sanctions that will reduce their grade by up to one full grade and/or failure in the course.

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%	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.

### Student Success: College Practice Statement

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

### Student Success: SSW Professor Approach

This professor will explain the student success strategy to students. The professor will request students sign a SSW Program Consent/Authorization to determine permission to release pertinent information to Student Services in order to promote and support student success and retention.

***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% attendance rate to be successful in the course. Students who fall below this expectation, will receive a full grade reduction. Students who are absent for 50% of the classes 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. Electronic devices must be used responsibly and for class purposes while in 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. 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.
6. 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.
7. 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.