

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Social Work with Families: Issues, Strengths and Services

CODE NO. : NSW112 **SEMESTER:** 2

PROGRAM: Social Services Worker-Native

AUTHOR: Michelle Proulx

DATE: Jan. 2006 **PREVIOUS OUTLINE DATED:** N/A

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): none

HOURS/WEEK: 3

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*For additional information, please contact the Dean,
School of Health and Human Services*

(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

Families are the primary sources for modeling and nurturing of children. As a result of changing social norms, our idea of family must broaden to reflect current family realities. Effective preparation for social services work must consider the diversity of family systems and processes for dealing with dilemmas. Historically, the Native Canadian family has experienced significant structural changes as a result of the effects of colonization and assimilation. Issues related to family violence and abuse will be examined both as a result of historical damage to family life and in the current context of problematic behaviour. Identifying family strengths, resources and community services will prepare social services workers for effective practice in this area.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

- 1. Identify challenges that Native families experience when attempting to adapt to a change in child rearing techniques after contact with the European culture.**

Potential Elements of Performance

- a. Understand common pre-contact family and community roles
- b. Connect concept of community as caretaker to idea of family
- c. Identify family struggles related to historical trauma

- 2. Uncover the roots of current Native Family issues in the North American Experience.**

Potential Elements of the Performance:

- a. Identify various catalysts which changed First Nations family structure and community
- b. Begin to comprehend the role of Residential Schools in the breakdown of First Nation families
- c. Describe the prevalence of child welfare and youth justice for Native people.

- 3. Understand the needs of individuals/families exposed to various forms of abuse within the family system.**

Potential Elements of the Performance:

- a. Construct a personal and professional understanding of the dynamics of partner violence, child abuse and elder abuse.
- b. Communicate the awareness of relevant services related to abuse of children, partners and elders.
- c. Understand relevant legislation pertaining to child welfare and domestic violence.

4. Demonstrate a beginning understandings of social work skills with families

Potential Elements of the Performance:

- a. Understand the changes within the traditional family system and the and the role of family.
- b. Develop an understanding of relevant assessment tools used for a variety of family situations (parenting capacity, child wellness scales, risk assessments CAS)
- c. Identify ethical and legal issues relevant to working with families.
- d. Demonstrate an awareness of family roles and communication patterns.
- e. Identify and describe theoretical approaches with families

III. TOPICS:

1. Social Services Work with Families

- Family Roles
- The Context of Helping Families: Services and Roles of Service Providers

2. The Native Family: Pre European Contact

- The role of family
- The role of community

3. Historical Effects on Family Structure

- Influence on language, spirituality, family roles, identify
- Influence of Residential Schools
- Youth Criminal Justice System

4. Current Issues Challenging Families

- Influence of Media
- Change in the make of the Family System

5. Family Violence

- Partner Abuse
- Child Abuse and Neglect

6. Elder Abuse

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Canadian Families: Diversity, Conflict and Change, by N. Mandell and A. Duffy (3rd ed.) Thomson Nelson

When Love Hurts: A Guide to Understanding Abuse in Relationships by J. Cory and K. McAndless-Davies, Women Kind Press

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Video Report	20%
2. Media Critique	15%
3. Quiz #1 & 2	20%
4. Group Presentation/Written Summary	20%
5. Elder Abuse	20%
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Total	100%

1. Video Report

Students will write a two – three page report after viewing an in class video. The video will cover family issues. The paper will include a summary of the video, identify and relate the family issues to material covered in the class and in the text and will personal reaction. As students relate class material the textbook and other sources are to be properly sited and referenced.

2. Media Critique

Students will analyze how families are portrayed in popular media. Students will critique television programs, commercials, movies and magazines. Students will be asked to respond to a variety of questions based on their observations and prepare a brief summary of their findings.

3. Quiz #1:

4. Quiz#2:

6. Group Presentation/Written Summary

Students will be divided into small groups to research and prepare a 10-15 minute presentation in class. Groups and topics will be determined in class. The purpose of the presentation is to create awareness of the particular family issue and to emphasize the importance of the topic as it relates to families. The instructor will provide further detailed instructions.

7. Elder Abuse Paper

Students are to research using books, internet and personal interview sources the issues involved in and relate to elder abuse. Students must hand in a 3-5 page paper (double –spaced, 12 font) outlining what elder abuse, the different types of elder abuse and the issues and family dynamics involved in elder abuse. The paper should include any programs or initiatives in place to address this problem and identify local agencies or services that could assist those dealing with elder abuse.

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%	
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: 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*. 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.

Attendance and Participation

Attendance and participation are important to the student's learning experience. Significant learning takes place in the classroom through interactive learning. You are expected to attend class regularly. If you are unable to attend class you must contact the instructor. ***Students who miss more than 40% or more of the scheduled classes will obtain a failing grade.*** It is the student's responsibility to make up any work that has been missed.

Late Assignments

All assignments are to be handed in on the due date and are to be typewritten and handed into the instructor at the beginning of class. Any late assignments will be deducted 1% per day for up to a total of 5 days. Assignments submitted after 5 days will not be accepted.

VII. 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.

VIII. 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.