



**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. Historical damage to family life and in the current context of problematic behaviour will be examined. 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. Demonstrate a beginning understanding of social work skills with families**

Potential Elements of the Performance:

- a. Understand the changes within the traditional family system and the role of family.
- b. Develop an understanding of relevant assessment tools used for a variety of family situations
- 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 Native Family Structure**
  - Influence on language, spirituality, family roles, identity
  - Influence of Residential Schools
- 4. Current Issues Challenging Families**
  - Divorce, Remarriage and Single Parent Families
  - Aging and Families
  - Family Poverty
- 5. Children's Issues and Effects on Families**
  - Fetal Alcohol Syndrome Spectrum
  - Conduct Disorder and Oppositional Defiant Disorder
  - Autism Spectrum Disorder

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

Collins, D. Jordan, C. and Coleman, H. (2009). *Introduction to Family Social Work*; 3rd Ed. Brooks/Cole Publishing

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

Family Issue and Community Services Poster Presentation	20%
Tests (1 & 2 = 20% each)	40%
Genogram and Ecomap	10%
Children's Issue Research Assignment	20%
<u>Attendance and Participation</u>	<u>10%</u>
Total	100%

The **Family Issue and Community Services Poster Presentation** requires that students research current issues affecting the modern family and services to assist the family. Topics will be provided by the professor. Students will be required to prepare a poster presentation covering the issues. Class time will be set aside to view the poster presentations. The class will be divided into small groups. Each group will hear a presentation and in turn present their issue to smaller groups of students. Further specifics to be provided by the professor.

There will be a total of **Two Tests, each covering specific sections covered throughout the semester.** The tests will not be cumulative and once information is covered on the first test it does not appear on the second. Tests cannot be re-written to receive a higher grade. Students who miss the test without making prior arrangements with the instructor will be given a zero on the test.

**Genogram and Ecomap Assignment.** Students will be provided with a case scenario and will prepare a family genogram and ecomap based on the family scenario and will prepare a brief written assessment of the issues the family is experiencing.

For the **Children's Issue Research Assignment** students are to independently research an issue related to children/and or teens. Topics will be provided. Research will also cover the impacts of the issue on the whole family. Students will submit a 3-5 page paper (double –spaced, 12 font ) and will be required to review two other topics and provide a response/reflection on the LMS discussion board. Further specifics to be provided by the professor.

**Attendance and Participation:** (Total to be converted to mark out of 10%)

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes LMS and email programs to communicate with professor and manage course material

Rating Scale:

0: did not meet the expectation

1: minimally met expectation with significant improvement recommended

2: met expectation with improvement recommended

3: satisfactorily met expectation

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:**

### **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.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

**Assignments:**

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 1% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

**VII. COURSE OUTLINE ADDENDUM:**

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