

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 Specialization
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

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DATE: June. '12 **PREVIOUS OUTLINE DATED:** June '11

APPROVED: "Angelique Lemay" Oct/12

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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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. (2013). Brooks/Cole Empowerment Series: An Introduction to Family Social Work , 4th Edition. 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: This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

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%	
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: 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:

Distribution and Submission of Assignments

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

Distribution of Assignments

- Weekly schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.
- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.
- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.
- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations also schedule a meeting with the professor outside of class time to seek clarification.
- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

Submission of Assignments

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.
- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non-class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivals may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

Participation and 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.

Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester. Each evaluation is worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

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.

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

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.

VII. COURSE OUTLINE ADDENDUM:

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