

I. COURSE DESCRIPTION:

The social work/social service profession has consistently been instrumental in providing support and interventions to families in need. This course will provide students with the necessary basic knowledge and skills to advocate on behalf on, and to assess and intervene with diverse families in the community. Specifically, the course will promote students' ability to 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, with the assistance of a Learning Specialist, will demonstrate a basic 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

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

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 counseling 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 providing assistance to 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. Develop a basic understanding of some of the complex challenges that contribute to at-risk families, and assist to formulate effective, strengths-based interventions that address these challenges.
 - a. Demonstrate ability to design and deliver 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
6. Effectively assist in the assessing and tailoring of interventions for diverse families experiencing unique challenges based on culturally informed practice.
 - a. Demonstrate ability to design and deliver interventions based on mutually assessed family needs and phase (assessment, intervention and termination)
 - b. Identify the goals of each phase
 - c. Utilize assessment methods, tools, and techniques useful in each phase in order to effectively support families
 - d. Demonstrate ability to provide evidence and strengths-based intervention approaches
 - e. Demonstrate ability to identify and advocate for access to services for families
 - f. Be able to understand the impact of oppression on families
 - g. Understand the importance of culturally competent practice with families

III. TOPICS:

1. Principles and assumptions that guide family social work
2. Family diversity
3. Understanding Family Systems theory
3. Family Life Cycle and common family challenges and tasks
4. Strengths-based approaches to working with families
5. Risk and protective factors in relation to families
6. Assessment and intervention approaches, tools and techniques
7. Domestic violence
8. Child abuse and neglect

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Assigned readings

Haig, J., Raikes, G. & Sutherland, V. (2003). *Cites and Sources*. TO: Thomson-Nelson.

- Student Code of conduct:
<http://www.saultcollege.ca/StudentServices/Student%20Code%20of%20Conduct.pdf>

Other websites and resource materials will be assigned and used as references throughout the course.

V. EVALUATION PROCESS/GRADING SYSTEM:

1.	Family reflection paper	25%
2.	Case Study or/research paper	35%
3.	Final Exam	25%
5.	Class participation (based on in-class activities)	15%
		100%

In-class activities will be occur throughout the semester as determined by the professor. Instructions on each of these assignments/activities will be distributed or discussed in class. In-class assignments/activities cannot be made up if that class is missed. The activities/assignments will be offered as the semester evolves.

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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Writing Standards

As second year students, it is reasonable to expect that all written work will be written with high professional standards. All writing will demonstrate evidence of preparation and editing, and be concise, error free, grammatically correct, and organized for all written assignments.

Unless otherwise noted, assignments are to be double-spaced, using no larger than a 12 point font, with 1" margins. Include a separate title page that includes your name, title of the paper, and the date due (and date submitted if different from the date due). Correct all grammar and spelling errors. As writing is a critical skill in our profession, *fifteen percent of each written assignment will be based on an accurately written document.*

Plagiarism:

Failure to cite sources as required may be construed as plagiarism. Students who plagiarize are subject to a range of sanctions, which include, but are not limited to, failure of the assignment, course or dismissal from the course or College.

- Students should refer to the definition of "academic dishonesty" and possible sanctions in the *Student Code of Conduct*, available at:

<http://www.saultcollege.ca/Services/StudentServices/pdf/StudentCodeofConduct.pdf>

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. The APA format is followed for the purposes of this course.

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.

VII. COURSE POLICIES:

1. Late assignments will be handled at the professor's discretion and for substantial and substantiated reasons only. It is the student's responsibility to make arrangements directly and proactively with the professor. Any requests for assignment extensions must be done in writing by email. Include in the email the assignment that you are referring to, the reason for the request of the extension, and the time required. Ensure that you receive an email in return confirming receipt of the request. It is the student's responsibility to keep a copy of the email and the response. 10% of the value of the assignment will be deducted daily for late assignments, including weekends.
2. Exams, tests, quizzes: Tests that are missed cannot be made up except in exceptional circumstances, and with approval of the professor. Students who miss the exam without making prior arrangements with the instructor will be given a zero on the exam/test. The professor reserves the right to determine if a student who has missed a test will be allowed to make other arrangements for writing the missed exam/test/quiz. Tests/exams cannot be re-written to receive a higher grade.
3. Participation, professional development and attendance: Students are expected to come prepared to class to participate in discussion, review and application of course material. Grades assigned for participation/attendance will reflect the student's knowledge of the content discussed, willingness to share thoughts about the material, ability to respect viewpoints different from their own, and professional behaviour.
This class is interactive, and uses lecture, community resources, videos and class discussion to enhance learning the material in class. Attendance is critical. Significant absence will jeopardize student success in the class.
Students who miss more than 40% of class time (18 hours) will receive a failing grade in the class. Students are expected to arrive on time for scheduled classes. The professor reserves the right to deny access to the class when a student is chronically late.
4. Email submission of assignments: In circumstances where the student is unable, **for substantial reason**, to attend class when an assignment is due, the student may email the professor to inform them of this, and request permission to submit the assignment by email. The date that the assignment is received will be considered by the Professor as the submission date. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. The email address to be used is judi.gough@saultcollege.ca.
5. It is the student's responsibility to keep a copy of the email and the response. A hard copy of the assignment must be submitted for marking

Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment they must email the professor and request an appointment to discuss their concerns. To prepare for the meeting, students are expected to come prepared by taking the time to thoroughly read the feedback provided by the professor, and will be prepared to discuss their specific questions and/or comments. A student has the right to appeal the final grade of a course, and should refer to the Appeals process, available at

<http://www.saultcollege.ca/StudentServices/AppealsProcessFall2005.pdf>

6. Students must follow established and agreed upon classroom conduct. Students are expected to model, in the classroom, professional behaviour that will be expected in Field Placement experiences, and in the profession.
7. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time. Under no circumstances should cell phones be used in class for text messaging. Laptop computers may be used for class related notes or materials only. Students may be requested to leave phones and laptops out of class if a pattern of misuse develops.
8. The provisions of the Social Service Worker Program Policies will apply at all times in this course, especially with regard to confidentiality/limits to and reporting format.
9. Beverages/food are allowed in class on the condition that students dispose of garbage, and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.
10. Where special needs students require accommodations/extensions regarding assignments, course expectations or testing, it is understood that the student will proactively discuss, communicate and negotiate with the professor. The student is encouraged to use the special needs office to assist in this process as needed.

VIII. 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.

IX. 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.

X. METHOD OF INSTRUCTION:

Lecture, case studies, in-class assessment, class discussions and guest speakers will augment the material and assigned readings. There may be additional assigned readings as relevant to the topic.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.