



## **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 CICE student, with the assistance of a Learning Specialist, will demonstrate the 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 work 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. Understand 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. Understand the risk and resilience research findings to social service work with families
  - b. Possess the ability to identify both strengths and vulnerabilities of families.
  - c. Begin to develop strengths-based interview questions, methods and interventions.
  - d. Identify assessment and intervention approaches that build on the family's formal and informal sources of support.
  - e. Understand collaborative goal setting with families.
5. Understand the complex challenges that contribute to at-risk families, and identify effective, strengths-based interventions that address these challenges.
    - a. Identify strengths-based interventions based on mutually assessed family needs
    - b. Identify needs 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. Understand assessments and interventions for diverse families experiencing unique challenges based on culturally informed practice.
    - a. Identify interventions based on mutually assessed family needs and phase (assessment, intervention and termination)
    - b. Identify the goals of each phase
    - c. Identify assessment methods, tools, and techniques useful in each phase in order to effectively support families
    - d. Understand evidence and strengths-based intervention approaches
    - c. Identify and advocate for access to services for families
    - e. Be able to understand the impact of oppression on families
    - f. Understand the importance of culturally competent practice with families

**III. TOPICS:**

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

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

Barankin, T. & Khanlou, N. (2007) *Growing Up Resilient: Ways to build resilience in children and youth*. Toronto: Centre for Addiction and Mental Health

Student Code of conduct: <http://www.saultcollege.ca/Services/StudentServices/>

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

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

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|--|-----|
| 1. Genogram: Traditional & Strengths-Based   | 20% |
| 2. Family Reflection Paper                   | 20% |
| 3. Eco map                                   | 10% |
| 4. "Understanding Families" Video Assignment | 20% |
| 5. Journal Summary Report                    | 10% |
| 6. Final Exam                                | 20% |

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:

### Disability Services:

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 Disability Services 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.

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 is concise, error free, grammatically correct, and organized for all written assignments. Significant grade reduction will apply if writing standards are not met.

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).

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

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 completed one week in advance of due date and submit request by email. Include in the email the assignment that you are referring to 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. Late submissions without prior approval will be reduced by 10% of the value of the assignment daily including weekends.
2. Exams: Exams 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. This class is interactive, and uses lecture, community resources, videos and class discussion to enhance learning the material in class. Attendance is critical to enhance family work skills. 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 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. 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 at a mutually agreed upon date (the email copy will not be marked).
  
5. 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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

**IX. 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.

**Assignments:**

**1. Journal Summary Report**

Grade: 10%

Date Due: Thursday, October 2, 2008

Students will review one article of interest from Families in Society Journal available in the Sault College Library Data Base. Students will submit a brief summary of the article reviewed along with an analysis/critique of the article in accordance with professor guidelines provided in class.

**2. Genogram: Traditional & Strengths-Based:**

Grade: 20%

Date Due: Thursday, October 9<sup>th</sup>, 2008

Students will complete two genograms in accordance with the approach taught in class. Professor will provide additional instruction in class.

**3. Eco map**

Grade: 10%

Date Due: Thursday, October 23, 2008

Students will complete an eco map in accordance with the approach taught in class. Professor will provide additional instruction in class.

**4. Family Reflection Paper**

Grade: 20%

Date Due: Thursday, November 6<sup>th</sup>, 2008

Students will complete a family reflection paper considering the genogram, ecomap and additional guiding questions provided by the professor. Additional instructions will be provided by the professor.

**5. "Understanding Families" Video Assignment**

Grade: 20%

Date Due: Thursday, November 20<sup>th</sup>, 2008

Students will view the video "No Place Called Home" in class on Thursday, November 13<sup>th</sup>, 2008. Students will respond to a series of questions provided by the professor that promote understanding of family protective and risk factors, environmental barriers and family intervention.

**6. Final Exam**

Grade: 20%

Date: Thursday, December 18<sup>th</sup>, 2008

A comprehensive exam will be scheduled during the last class of the semester.

### **CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**

#### **ALL EXPECTATIONS MET: Demonstrates excellent preparation for class: has read assigned material and references this in class**

- ❑ Analyzes and applies readings to other course material and personal/professional experience
- ❑ Contributes in a very significant way to ongoing discussions, keeps analysis focused, responds thoughtfully and respectfully to other students' comments
- ❑ Takes the risk of verbalizing questions, concerns, disagreements
- ❑ Demonstrates consistent, active, on-going involvement in all aspects of the course
- ❑ Demonstrates good level of self-understanding and commitment to personal and professional development
- ❑ Represents social work values and ethics in behaviour and attitude
- ❑ Has attended a minimum of 90% of classes

#### **MOST EXPECTATIONS MET: Demonstrates good preparation for class, knows some of the material**

- ❑ Is prepared with questions and insights from course material
- ❑ Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- ❑ Takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates consistent involvement in most aspects of course
- ❑ Demonstrates adequate level of self-understanding and commitment to personal and professional development
- ❑ Represents social work values and ethics in behaviour and attitude
- ❑ Has attended a minimum of 80% of classes

#### **SOME EXPECTATIONS MET, SOME CONCERNS NOTED:**

- ❑ Demonstrates adequate preparation, knows basic material
- ❑ Appears interested in content of course material
- ❑ Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- ❑ Usually takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates involvement in some aspects of the course
- ❑ Demonstrates a limited level of self-understanding and may lack commitment to personal and professional development
- ❑ Represents social work values and ethics in behaviour and attitude
- ❑ Occasionally disruptive, (involved in side discussions and reading other material during class etc.)
- ❑ Has attended a minimum of 60% of classes

**FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED**

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language has given the impression of disinterest in content of class
- ❑ Participates usually only when called on
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development, social work values/ethics not represented
- ❑ Is disruptive (frequent side discussions, reading other materials during class, etc.)
- ❑ Has attended less than 50% of classes

**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.