

I. COURSE DESCRIPTION:

The social work/social service profession is instrumental in providing support and interventions to families in need. This course will provide students with the necessary basic knowledge and skills to assess, intervene and advocate on behalf of diverse families in the community. Specifically, the course will promote students' ability to identify and 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 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
- d. Be able to understand the impact of oppression on families
- e. Understand the importance of culturally competent practice with families

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. Develop 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 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. Understand the complex challenges that contribute to at-risk families, and formulate effective, culturally informed, strengths-based interventions that address these challenges.
 - a. Demonstrate ability to delivering evidence and strengths-based interventions based on mutually assessed family needs
 - b. Demonstrate ability to identifying and advocating 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
 - e. Utilize assessment tools, and techniques useful in effectively supporting families
 - f. Demonstrate ability to identify and advocate for access to services for families

III. TOPICS:

1. Guidelines for effective and strengths based social service practice with families
2. Risk and protective factors in relation to families
3. Acknowledging and appreciating diversity among family structures
4. Understanding family systems theory
5. Family life cycle and common family challenges and tasks
6. Assessment and intervention approaches, tools and techniques
7. Scope of practice of the SSW

8. Challenges to family functioning: domestic violence, substance abuse, child abuse and neglect
9. Services for families in Sault Ste. Marie and Algoma District

This course addresses the SSW vocational outcomes (#1, 2, 3, 4, 5, and 8) related to development of professional and ethical relationships, identification of micro, mezzo and macro level challenges and interventions, recognizing diversity and effective community responses, and integrating group work with families. Additionally, the essential skills outcomes (#1 3, 4, and 5) regarding effective communication, critical thinking, interpersonal skill development and information management are addressed.

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

Other websites and resource materials will be assigned and used as references throughout the course. Students will be expected to read assigned materials.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Family Reflection Paper
2. Tests/exams
3. Case study
4. Participation, in-class activities and professional development

(* may include in-class activities, that if missed, cannot be made up unless approved by the professor) Further detail will be provided in class.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00

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:

Assignment due dates and content may be modified with the permission of professor and CICE Learning Specialist.

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.

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. Once the class has begun, students are required to wait until after the scheduled break to join the class. 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) may receive a failing grade in the class or a full grade demotion.

Details of the various activities will be discussed in class. In some cases students will be required to submit their work at the end of the class for evaluation.

Participation during course related activities

Students are expected to participate in various course related activities (in / out of class) throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these participation components will be given a "0" for the identified activity. These activities will not be rescheduled for students. Further detail will be provided regarding the weighting of points for each activity.

The following points are given to students who fully participate in the following activities as part of the course requirement:

VII. COURSE POLICIES:

1. Late assignments will be handled at the professor's discretion and for substantial and substantiated reasons only. It is your responsibility to make arrangements directly and proactively with me. Any requests for assignment extensions must be completed one week in advance of due date and submitted 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 your 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 prior 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. Email submission of assignments: In circumstances where you are unable, **for substantial reason**, to attend class when an assignment is due, you may email me to request permission to submit the assignment by email. I will consider the date that the assignment is received as the submission date. You should expect a return email from me to confirm that I have received your assignment. If you have not received a response you are to assume that I have not received the assignment. It is your 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).
4. You are encouraged to discuss their learning needs and assignments with the Professor. If you have a concern about the grade of a particular assignment, email me to request an appointment to discuss your concerns. To prepare for the meeting, you are expected to come prepared by taking the time to thoroughly read the feedback provided, and be prepared to discuss specific questions and/or comments. You have the right to appeal the final grade of a course, and should refer to the Appeals process, available at <http://www.saultcollege.ca/Services/StudentServices/pdf/Academic%20Appeal%20Forms%202008.pdf>
5. 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.
6. 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.

VIII. COURSE OUTLINE ADDENDUM:

Students are referred to the Student Portal for additional information on Course Outlines

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.