



**I. COURSE DESCRIPTION:**

There is an undeniable link between healthy family structure and a healthy community life. To work effectively in the community, we must be aware of both healthy and unhealthy family dynamics and situations. This course will explore changes in the Native family structure and issues challenging all families, including family violence. Additionally, relevant social work theory and fields of practice with families will be introduced. Students will learn beginning assessment and intervention skills for working with families.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Identify challenges that Native families experience when attempting to adapt “pre-contact” child-rearing techniques in today’s society.

Potential Elements of the Performance:

- Understand common “pre-contact” family and community roles and lifestyles
- Differentiate between individual First Nation peoples (i.e. Ojibwe, Iroquois, Cree)
- Connect concept of community as caretaker to idea of family

2. Uncover the roots of current Native family issues in the North American Native experience

Potential Elements of the Performance:

- Identify various catalysts which changed First Nations family structures and community
- Begin to comprehend the role of Residential Schools in the breakdown of First Nations family structure
- Connect First Nations historical experience with “contact” to current First Nations issues related to family and community

3. With supervision, anticipate the needs of individuals/families who exhibit characteristics/situational clues of the dynamics of family violence.

Potential Elements of the Performance:

- Understand concepts of Family of Origin, dealing with change and role of family
  - Construct a personal and professional understanding of the dynamics of spousal violence, child abuse and elder abuse
  - Integrate knowledge of all types of family violence with Canadian First Nations experience
4. With the assistance of the Education Assistant, chart a genogram, which includes complete family information available.

Potential Elements of the Performance:

- Gain knowledge of concept of genogram and its uses in the social services field
  - Apply concepts of genogram to a variety of family types and circumstances
  - Recognize the genogram as an assessment & intervention tool
5. Demonstrate beginning understanding of social work skills with families
    - Identify and describe social work theoretical approaches with families
    - Apply relevant assessment skills with a variety of family situations
    - Develop culturally appropriate interventions with a variety of family situations
    - Understand and apply empowerment when working with families
    - Identify ethical and legal issues relevant to working with families

### III. TOPICS:

Due to overlap in subject areas, these topics will not always be dealt with in isolated learning units.

1. Native Family Link to Community
  - 1.1 Pre-contact Family Structure
  - 1.2 Community as Care-Taker

2. Effects on Native Family Structure of "Contact"
  - 2.1 Influence on Language, Spirituality, and Family Roles
  - 2.2 Influence of Residential Schools
  - 2.3 Influence of the "Welfare" system on Northern Ojibwe
3. Current Issues Challenging Native & Non-Native Families
4. Family Violence
  - 4.1 Main Issues
  - 4.2 Spousal Violence
  - 4.3 Child Sexual Abuse
  - 4.4 Child Physical Abuse
  - 4.5 Child Neglect
  - 4.6 Elder Abuse (if time allows)
5. Social Work With Families: Knowledge, Theory and Skills
  - 5.1 The Context of Helping Families
  - 5.2 The field of family social work
  - 5.3 Family Assessment & Intervention
6. Application of Genograms in Family Work

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

Thomlison, Barbara (2002). *Family Assessment Handbook An Introductory Practice Guide to Family Assessment and Intervention*. Scarborough: Thomson Nelson

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

One Case Study	20%
Genogram Assignment	15%
Report on Social Work/Social Services	
Work with families (i.e. elder abuse, families	25%
Violence, families raising special needs	
Children,)	
Final Exam	25%
Attendance & Participation	15%
<b>Total</b>	<b>100 %</b>

**Due Dates to be determined by the instructor.**

1. One case study will be completed for this course. The completed papers will be worked on individually and handed in. Specifics on process and format will be provided in class.
2. One exam will be given in this course. Exam **CANNOT** be rewritten in order to obtain a higher grade. Exam may be rescheduled, at the discretion of the instructor, for substantiated reasons for absence on exam day. Students **MUST** make rescheduling arrangements direct and **IMMEDIATELY** with the instructor.
3. The Genogram Genograms are used in the social service field to chart family history. Specifics on process and format will be provided in class.
4. Report on Social Work/Social Services Work with families. Instructor must approve topics. Report will be 3 – 5 typewritten pages and utilize a minimum of 3 current professional resources. Specifics on format and content to be given in class by instructor.

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%	0.00
F (Fail)	49% and below	
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:**

Significant learning takes place in the classroom through an interactive learning approach; therefore, **ALL students must attend 60% of the classes to obtain a passing grade.**

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per day late.

### **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 instructor and/or the Special Needs office. Visit the Special Needs office (Room E1101, ext. 703) 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 postsecondary institutions.

### **Plagiarism:**

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

### **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. 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.

**VIII. 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.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant 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 an Integrative Educational Assistant.*****The Integrative Educational Assistant 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 Integrative Educational Assistant 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.