

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Social Work with Families: Issues, Strengths and Services
CODE NO. : NSW112 **SEMESTER:** Winter
MODIFIED CODE: NSW0112
PROGRAM: Social Services Worker-Native
AUTHOR: Lisa Piotrowski
MODIFIED BY: Ashley Meitz Learning Specialist CICE Program
DATE: Jan. 2007 **PREVIOUS OUTLINE DATED:** Jan. 2006
APPROVED:

	<hr/>	<hr/>
	DEAN	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	None	
HOURS/WEEK:	3	

Copyright ©2007 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 2603

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 CICE student, with the assistance of a Learning Specialist will demonstrate a basic 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. Understand the concept of community as caretaker and 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 means 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 understandings 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 understanding of family roles and communication patterns.

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
- Attention Deficit Disorder
- Autism Spectrum Disorder

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Course Manual with Readings to be provided by Instructor.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Community Resource	10%
2. Exams (#1 & 2 = 25% each)	50%
3. Group Presentation/Written Summary	25%
4. Children's Issue Paper	15%
Total	<hr/> 100%

The **COMMUNITY RESOURCE PRESENTATION** requires that students research and present an oral report on a community resource related to family service. Students must hand in a reference sheet to validate their research or no mark will be given for this assignment. The presentation will be 10 minutes in length and occur within a class teaching circle. The instructor will provide further details in class.

There will be a **MID-TERM** and a **FINAL EXAM**. The exams will not be cumulative and once information is covered on the first exam it does not appear on the second. Exams cannot be re-written to receive a higher grade. Students who miss the exam without making prior arrangements with the instructor will be given a zero on the exam.

The **GROUP PRESENTATION/ WRITTEN SUMMARY** will be done in groups. Students will be divided into small groups to research and prepare a 10-15 minute presentation in class. Groups and topics will be determined in class. The purpose of the presentation is to create awareness of the particular family issue and to emphasize the importance of the topic as it relates to families. One group paper will be submitted covering research and information presented. The instructor will provide further detailed instructions.

For the **CHILDREN'S ISSUE PAPER** Students are to independently research an issue related to children/and or teens. Research will also discuss the impacts of the issue on the whole family. Students must hand in a 3-5 page paper (double – spaced, 12 font). Specifics to be provided 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%	
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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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.

Attendance and Participation

Attendance and participation are important to the student's learning experience. Significant learning takes place in the classroom through interactive learning. You are expected to attend class regularly. If you are unable to attend class you must contact the instructor. ***Students who miss more than 40% or more of the scheduled classes will obtain a failing grade.*** It is the student's responsibility to make up any work that has been missed.

Late Assignments

All assignments are to be handed in on the due date and are to be typewritten and handed into the instructor at the beginning of class. Any late assignments will be deducted 1% per day for up to a total of 5 days. Assignments submitted after 5 days will not be accepted.

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. 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.