

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 Specialization
AUTHOR: SSW-NS Faculty: Michelle Proulx
MODIFIED BY: Rachel Lewis, Learning Specialist CICE Program
DATE: Jan. 2010 **PREVIOUS OUTLINE DATED:** Jan. 2009
APPROVED: "Angelique Lemay" Feb. 2010

	CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	None	
HOURS/WEEK:	3	

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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 will, with the assistance of a Learning Specialist, develop 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. Have a basic understanding of common pre-contact family and community roles
- b. Connect concept of community as caretaker to idea of family
- c. Be familiar with 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. Recognize various catalysts 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. Display basic knowledge of the prevalence of child welfare and youth justice for Native people.

3. Demonstrate a beginning understanding of social work skills with familiesPotential Elements of the Performance:

- a. Understand the changes within the traditional family system and the role of family.
- b. Develop a basic understanding of relevant assessment tools used for a variety of family situations
- c. Be aware of ethical and legal issues relevant to working with families.
- d. Demonstrate an awareness of family roles and communication patterns.
- e. Be familiar with theoretical approaches with families

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
- Conduct Disorder and Oppositional Defiant Disorder
- Autism Spectrum Disorder

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Course Manual with Readings to be provided by Instructor.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Family Issue and Community Resource Presentation	15%
2. Tests (1 & 2 = 20% each)	40%
3. Group Presentation/Written Summary	20%
4. Children's Issue Paper	20%
Total	100%

The **FAMILY ISSUE AND 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 total of **two tests each covering specific sections covered throughout the semester**. The tests will not be cumulative and once information is covered on the first test it does not appear on the second. Tests cannot be re-written to receive a higher grade. Students who miss the test without making prior arrangements with the instructor will be given a zero on the test.

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. The presentation will be organized using Powerpoint. One group handout for the group will be submitted covering research and information presented two (2) school days prior to class to facilitate photocopying prior to presentation day. 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:

<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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (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.

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:

Students should refer to the definition of "academic dishonesty" in Student Code of Conduct. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

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.**

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

Classroom Courtesy:

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room until the break.

Submission of Assignments

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 and will not be accepted for grading one week after the due date.

Students must contact the professor prior to the **due date** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension.

Assignments submitted after business hours are to be emailed to the professor, verifying the date and time submitted. Students will subsequently hand in a hard copy of the assignment.

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when assignment was distributed or if further clarification is requested related to the instructions or concepts.

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.