

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

**COURSE TITLE:** Social Work with Families: Issues, Strengths and Services

**CODE NO. :** NSW112 **SEMESTER:** 2

**PROGRAM:** Social Services Worker-Native Specialization

**AUTHOR:** Lisa Piotrowski

**DATE:** June. '13 **PREVIOUS OUTLINE DATED:** June '12

**APPROVED:** *"Angelique Lemay"* *Nov. 2013*

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**DEAN**

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**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 student will demonstrate the 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. Connect concept of community as caretaker to idea of 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 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. Describe the prevalence of child welfare and youth justice for Native people.

- 3. Demonstrate a beginning understanding 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 awareness of family roles and communication patterns.
- e. Identify and describe 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:**

Collins, D. Jordan, C. and Coleman, H. (2013). Brooks/Cole  
Empowerment Series: An Introduction to Family Social Work, 4th Edition .  
Brooks/Cole Publishing

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

Family Issue and Community Services Poster Presentation	15%
Summary Paper	20%
In Class/Group/Individual Discussion and Written Reflections	20%
Genogram and Ecomap	10%
Children's Issue Research Assignment	20%
<u>Attendance and Participation Notes</u>	<u>15%</u>
Total	100%

The **Family Issue and Community Services Poster Presentation** requires that students research current issues affecting the modern family and services to assist the family. Topics will be provided by the professor. Students will be required to prepare a poster presentation covering the issues. Class time will be set aside to view the poster presentations. The class will be divided into small groups. Each group will hear a presentation and in turn present their issue to smaller groups of students. Further specifics to be provided by the professor.

**Summary Paper.** Students will submit a summary paper covering the concepts related to the history of family life prior to European settlement. Students will summarize lectures, audio clips and website information to summarize their knowledge and reflection on the impacts of colonization on the Native family.

**In Class/Group/Individual Discussion and Written Reflections.** Throughout the second half of the semester students will complete several in class and out of class reflection or respond to specific question relating to the material covered in class. Some in class assignments will require attendance and marks may be reduced if not in attendance. Further specifics will be provided for each in class or out of class exercise.

**Genogram and Ecomap Assignment.** Students will be provided with a case scenario and will prepare a family genogram and ecomap based on the family scenario and will prepare a brief written assessment of the issues the family is experiencing.

For the **Children's Issue Research Assignment** students are to independently research an issue related to children/and or teens. Topics will be provided. Research will also cover the impacts of the issue on the whole family. Students will submit a 3-5 page paper (double –spaced, 12 font ) and will be required to review two other topics and provide a response/reflection on the LMS discussion board. Further specifics to be provided by the professor.

**Attendance and Participation Notes:** (Worth 10%) Students will be expected to submit participation notes in advance of specified class dates to adequately prepare for class by reviewing assigned readings or resources. Preparation notes must be submitted on the day of class, no exceptions.

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:**

### 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.

### Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.