



School of Health, Education & Human Services

SW 437

Social Work with Families

Term: Fall 2022

Number of Credits: 3

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## Course Outline

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**INSTRUCTOR:** Janice Wiens

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**Phone:** 668-8846

**Class:** Wednesday, 1:00 – 4:00 in A2204

**Office hours:** Wednesday, 4:00 – 5:00

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### COURSE DESCRIPTION

This course is an introduction to understanding and working with families. Emphasis is on the family as a system progressing through the family life cycle. Several dimensions of family functioning will be discussed. Students will be exposed to various approaches to family practice. Note: A Yukon focus will be present throughout the course.

### COURSE REQUIREMENTS

Prerequisite(s): Admission to the BSW Program. Social Work 200 must be completed prior to SW 390 or taken concurrently.

### EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

### YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete the BSW Program will have achieved core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr)

### LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Identify more clearly how their own individual family history and culture influences their perception of and work with families.
2. Recognize the importance of the family's social and cultural context.
3. Identify family life cycle processes and when social workers are more likely to become involved.
4. Identify significant theories, principles and concepts relating to family social work interventions and demonstrate skills in putting these ideas to practice situations.

5. Identify concepts relating to family strength and resilience and demonstrate competence in applying these ideas to practice.
6. Identify common challenges that families in the Yukon face that can impair their ability to function well. Special attention will be given to Yukon social issues (poverty, violence, mental health, substance abuse, oppression and intergenerational trauma).
7. Identify, select and apply evidence-based assessment and intervention strategies for supporting families.
8. Become familiar with a wide range of services, supports and resources for families.

## **COURSE FORMAT**

### **Weekly breakdown of instructional hours**

A three-hour class occurs weekly for 13 weeks and there is a final exam. Weekly office hours will be held for students who wish to meet with the instructor for clarification of course content or assignments.

### **Delivery format**

The class and lab are scheduled to be taught face-to-face. A Moodle site online will provide additional information.

## **EVALUATION**

### **Assignments**

A complete course outline, with assignment descriptions, will be provided during the first class to registered students.

3 assignments	90%
Final Exam	10%
Total	100%

### **Ethical conduct**

The BSW program strives to prepare students for a profession where personal and professional integrity is essential. Students are expected to know, understand and uphold the Canadian Association of Social Workers Code of Ethics in their interactions with other students, instructors, the university and the community. In addition, BSW students must meet the expectations for student conduct as set out by the University of Regina and Yukon University.

Social Work 437 deals with sensitive issues and personal matters relating to family of origin. It is expected that all members of the class will be respectful of and keep confidential any information that they hear, while keeping in mind any Duties to Report as it pertains to safety. We will discuss issues relating to boundaries,

safety, sharing and limits to sharing, within the first class. You may feel a need to have additional professional and other supports during this course.

## **Participation**

Participation means being prepared for class by completing the readings and assignments and engaging in experiential activities in a respectful and open manner. This class requires a high degree of self reflection, self-regulation and openness to receiving feedback and interacting in a collegial manner with other students and the instructor.

## **Attendance**

Students are expected to be punctual, which means: arriving on time; returning promptly from breaks, and remaining until the end of class. A sign-in sheet is provided at the beginning of class. It is your responsibility to ensure that it is completed accurately.

Students who miss more than two classes will have 5% of their final grade deducted for each additional class missed or portion thereof. If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in their term grade. The instructor has discretion over a) whether to grant this option to the student and b) the content and format of the assignment. Without exception this additional assignment must be completed satisfactorily prior to the end of term.

## **Writing Expectations, Due Dates and Penalties**

*Competence in writing is expected. Wherever possible, instructors are expected to conduct their courses in such a way as to obtain evidence of student writing skills, in term papers, essays, reports, or other written work, and to demand competence in writing for a passing grade. (University of Regina policy)*

All assignments must use APA format.

Assignments are to be submitted to the instructor on the due date in the manner requested by the instructor.

Five (5)% of the assignment's value will be deducted for every day late. If the assignment is submitted later than 5 days, the instructor may choose not to accept it.

The instructor is under no obligation to offer you an opportunity to re-submit work once it has been graded. If you are given an opportunity to re-submit an assignment for marking, the highest grade that will be provided is 70%.

## **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Yukon University's Academic Regulations & Procedures and the University of Regina's academic integrity policies <https://www.uregina.ca/engineering/academic-professional-integrity/understand-integrity.html> for further details about academic standing and student rights and responsibilities.

Non-academic integrity is also expected (see Ethical Conduct).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodation is available for students requiring academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

## **GRADING CRITERIA**

University of Regina grading criteria will be followed. Final grade approval rests with the Faculty of Social Work at the University of Regina.

### **90-99 An outstanding performance with very strong evidence of:**

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

### **80-89 Very good performance with strong evidence of:**

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

### **70-79 Above average performance with evidence of:**

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

### **60-69 A generally satisfactory and intellectually adequate performance with evidence of:**

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;

- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

**50-59 A barely acceptable performance with evidence of:**

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

**0-49 An unacceptable performance.**

**COURSE WITHDRAWAL INFORMATION**

Refer to both the University of Regina and Yukon University websites for important dates.

**TEXTBOOKS & LEARNING MATERIALS**

Collins, D., Jordan., & Coleman, H. (2012) An Introduction to Family Social Work (4th ed). Thomson Brooks/Cole. Belmont, CA.

**TOPIC OUTLINE**

A detailed syllabus will be provided during the first class to students registered in this course along with assignment descriptions.