



**Brescia University College**  
Family Studies 3340A (530): Family Resilience  
September to December, 2017

---

Dr. Wei-Wei Da

Office hours:

Office: TBA

Mon 1-2PM, Wed 1-2 PM, or by appointment

Tel: (519) 432-8353 ext. 28276

Email: [wda@uwo.ca](mailto:wda@uwo.ca)

Class time/room

Mon 2:30 - 4:30 PM; Wed 2:30 – 3:30 PM /Room 136

---

### **COURSE INTRODUCTION**

This half essay course explores the topic of family resilience, using a strengths-based perspective to examine how and why some families are able to survive and rebound from crisis, trauma, adversity, or persistent challenges over life course, such as divorce, death, unemployment, substance abuse and more while others do not.

### **COURSE OUTCOMES**

Upon completion of this course, students are expected

- to gain a better understanding of foundations of family resilience approaches, perspectives, and models;
- to acquire knowledge of key family processes in resilience, practice principles and guidelines to strength family resilience (Inquiry & Analysis);
- to gain knowledge of family resilience frameworks for community-based programs/services;
- to increase awareness of cultural diversity of families and the ways in which families use to cope with stresses and adversity arising from life transitions, life dynamics and socio-economic change in a micro- and macro-context (Critical Thinking);
- to acquire knowledge and skills that help to mobilize family resources and facilitate family resilience through crisis and prolonged challenges (Self-Awareness & Development, Critical Thinking);
- to demonstrate the ability to maintain a focus, and to use examples to support your argument and generalization in a clear and logical manner through written assignments (Communication);

## **PREREQUISITE**

Family studies 2000-level course, or permission of the instructor.

## **TEXTBOOK**

Walsh, Froma. (2016, 3<sup>rd</sup> Ed.). *Strengthening Family Resilience*. New York: The Guilford.

### Suggested readings

Knestrick, T., and Kuchey, D. (2009). Welcome to Holland: Characteristics of resilient families raising children with severe disabilities, *Journal of Family Studies*, 15(3), 227-244.

## **METHODS OF INSTRUCTION**

Teaching methods will include lecturing, videos, discussions, and group presentation.

## **COURSE MANAGEMENT POLICY**

Attendance and participation Students are expected to attend class regularly, come prepared and participate in all class activities.

Submission of assignments All assignments are firm and subject to a late penalty except prior permission has been granted due to documented exceptional circumstances. Late submission of an assignment by due date will result in 0.5 deduction of the assignment's weight for each day beyond the deadline. Assignments received later than the seven days after the due date will NOT be accepted.

**There will not be any make-up examinations nor extra work for the purpose of improving grades.**

All written work should conform to the standard set out in the *Publication of Manual of the American Psychological Association* (APA). It should be typed, double spaced, paginated, paragraphed with font size 12. The first line of the paragraph indented; no double space between paragraphs.

## **COURSE ASSIGNMENTS AND GRADING STRUCTURE**

<u>Assignment</u>	<u>Weight</u>
Participation	5%
Group presentation	20%
Research paper	20%
Midterm exam	20%
Final exam (non-accumulative)	35%

**Participation - 5%**

Participation mark is based on attending class regularly, attentive, and responsive, and actively involved in all class activities. The mark will be affected by late arrival and early leaving, and absence in class.

**Group presentation - 20%**

A group of students will choose a topic related to the family and the concepts of resilience, and then present the work in class. A detailed instruction will be provided to students when class starts.

**Midterm exam on Oct 23 - 20%**

Questions to be tested will be based on textbook - the first 5 chapters and its relevant lecture notes, group presentations and videos. The format of questions will be multiple choices, true/false, and short-answered questions.

**Research paper - 20%****Due on Nov 22, 2017**

Students are required to write a research paper on a topic of your choice related to the course contents on resilience and the family. The topic needs to be consulted with course instructor. A handout will be provided to students in the first week of the course.

**Final exam - 35%**

Questions to be tested will be based on Chapters 6 to 14 and its relevant lecture notes, group presentations and videos. The format of questions will be a mixed format including multiple choices, true/false and short-answer questions.

**COURSE SCHEDULE**

<b>Date</b>	<b>Topics</b>	<b>Readings</b>
<b>Sept</b> 11, 13	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Foundations of a Family Resilience Approach</li> </ul>	Ch 1
18, 20	<ul style="list-style-type: none"> <li>• Family Diversity and Complexity in a Changing World</li> </ul>	Ch 2
25, 27	<ul style="list-style-type: none"> <li>• Belief Systems</li> </ul>	Ch 3
<b>Oct</b> 2, 4	<ul style="list-style-type: none"> <li>• Organizational Processes</li> </ul>	Ch 4
9 - 13	<ul style="list-style-type: none"> <li>• <b>Family Day and Reading week</b></li> </ul>	

16, 18	<ul style="list-style-type: none"> <li>• Communication Processes: Facilitating Meaning Making, Mutual Support and Problem Solving</li> </ul>	Ch 5
23 25	<ul style="list-style-type: none"> <li>• <b>Midterm exam on Oct 23</b></li> <li>• Accessing family resilience</li> </ul>	Ch 6
30 Nov 1	<ul style="list-style-type: none"> <li>• Practice Principles and Guidelines to Strength Family Resilience</li> </ul>	Ch 7
6, 8	<ul style="list-style-type: none"> <li>• Applying Family Resilience Framework in Community-based Services</li> </ul>	Ch 8
13, 15	<p>Part IV: Facilitating Family Resilience</p> <ul style="list-style-type: none"> <li>• Challenges and Resilience over the Family Life Cycle: A Developmental Perspective</li> </ul>	Ch 9
20, 22	<ul style="list-style-type: none"> <li>• Loss, Recovery and Resilience</li> <li>• Traumatic Loss and Collective Trauma: Strengthening Family and Community Resilience</li> <li>• <b>Research paper due on Nov 22</b></li> </ul>	Ch 10 Ch 11
27, 29	<ul style="list-style-type: none"> <li>• Serious Illness and Disabilities: Family Challenges and Resilience</li> <li>• Nurturing Resilience in Vulnerable, Multi-Stressed Families</li> </ul>	Ch 12 Ch 13
Dec 4, 6	<ul style="list-style-type: none"> <li>• Reconnections and Reconciliation: Healing Relational Wounds</li> <li>• Review</li> </ul>	Ch 14
Final exam	<ul style="list-style-type: none"> <li>• To be scheduled by registrar</li> </ul>	

## 2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:

<http://westerncalendar.uwo.ca/2017/pg117.html>

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you

can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html> )

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

**Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

**Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

**5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html> ).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices ([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

## 6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental\_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

---

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.