

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Introduction to Family

CODE NO. : CYW206 **SEMESTER:** Fall
MODIFIED CODE: CYW0206

PROGRAM: Child and Youth Worker

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DATE: Sept. 2011 **PREVIOUS OUTLINE DATED:** Sept. 2010

APPROVED: "Angelique Lemay" Sept/11

	<i>Dean, School of Community Services and Interdisciplinary Studies</i>	DATE
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TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

This course will provide the student with an introduction to working with children and their families from a Child and Youth Worker perspective which focuses on working with families in their daily lives. Students will review recent literature from the CYW field and gain a deeper understanding of community-based family intervention programs and family support programs for young people and their families. Students will examine the behavioral, developmental and psycho-social strengths and needs of children, youth and families in relation to their current family environments. Practical application of strategies and assessment tools appropriate to the family environment will be introduced.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, along with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Develop effective intervention strategies which meet the needs and goals of children, youth and their families.

Potential Elements of the Performance:

- a. Explore the behavioral, developmental and psycho-social strengths and needs of families in their current environments
 - b. Discuss current strategies and interventions used to facilitate change and growth in families
 - c. Examine the need for additional resources in order to provide support to families
 - d. Assess the strategies used and determine the necessary adjustments needed to attain identified goals and needs of the family.
2. Review and discuss environments which respect culture and which promote overall well-being and facilitate positive change for families.

Potential Elements of the Performance:

- a. Identify and assess the cultural, developmental and social needs of families in the context of their current environments

- b. Explore therapeutic principles and strategies related to working with families to a variety of situations and surroundings to create therapeutic environments
 - c. Discuss the impact of various strategies and suggest necessary adaptations to facilitate positive change in families
3. Describe therapeutic environments which promote growth and development within the family.

Potential Elements of the Performance:

- a. Discuss the strengths and needs of the family from a holistic perspective.
 - b. Identify appropriate communication skills that promote understanding and trust with client and their families.
 - c. Reflect respect for and sensitivity to complex issues within the family
 - d. Interact in a professional manner as guided by the professional codes of ethics, current legislation affecting services and organizational policies and procedures.
4. Gain greater self-awareness and understanding of others, particularly as it relates to families.

Potential Elements of the Performance:

- a. Explore and state own values and beliefs related to family and working with families.
 - b. Compare and contrast personal values to current research and course literature related to working with families.
 - c. Act in accordance with ethical and professional standards
5. Communicate effectively in oral, written, and nonverbal forms to enhance the quality of service, including the use of LMS discussion groups.

Potential Elements of the Performance:

- a. Identify and utilize appropriate forms of communication required by situation and context.

- b. Communicate clearly, concisely, accurately and appropriately to the receiver, the setting and the identified goals.
- c. Evaluate the results of communication and the barriers to facilitating effective communication.
- d. Students will demonstrate an understanding and empathy for vulnerable clients and their unique issues by way of written assignments and verbal discussions. This can be demonstrated by an absence of judgmental statements and the willingness to view the situation and/or issue from someone else's perspective.

III. TOPICS:

- 1. Definitions of family
- 2. Family work from a CYW perspective
- 3. Ethics in Family Work
- 4. Healthy family systems
- 5. Issues related to gender role
- 6. Strategies and interventions with families

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

No text required for this course. Selected readings will be provided by the professor and use of material from the CYC Net. Students will be required to print and/or review specific articles and journals from this site and others.

V. EVALUATION PROCESS/GRADING SYSTEM:

Skill Development and Participation	20%
On-Line Posting and Discussion Group Assignment (LMS)	20%
Parenting Sessions	20%
Family Project - Choice of:	
a. Community Event	10%
b. Community Research Project	10%
Tests (2 @ 15%)	30%
Total	<hr/> 100%

All assignments need to be completed in type written format and will not be accepted unless the student is given permission in advance. Late assignments will lose one mark per day. It is the student's responsibility to inform the professor of any issue that may interfere with their ability to complete assignments or write tests on time. **Students will not be permitted to write tests and/or complete assignments if they have not communicated with the professor before the due date of the assignment or the day of the test.**

Description of Assignments:

a. Skill Development and Participation

The student's skill development and participation mark for this course does not only include their attendance in class (determined by adding up the total number of classroom hours and the total number of hours student attended) but also reflects their ability to participate in this course at a professional level. This includes coming prepared for class, participating in discussions and group work with professionalism, respecting the ideas and opinions of classmates, a willingness to view situations and issues from another person's perspective and the ability to support classmates during presentations. It is an opportunity for students to hone the CYW professional skills that they have been developing since first year. (Refer to CYW Code of Ethics for further detail).

b. On-Line Posting and Discussion Group (LMS)

Gender Roles, Stereotypes and Families: A Critique of Messages from Popular Television Sitcoms

Over the course of 3 weeks, students will watch 3 episodes of 3 different family sitcoms in class. Using an assignment sheet as a guide for what to look for students will identify both general and gender role messages promoted within the episode related to family relationships and roles within the family. The assignment sheet will be distributed in each class. A brief discussion will be led by the professor after each episode to elicit student's reactions and first impressions. Students will then participate in an on-line posting exercise, using the responses from their assignment sheet as a guide to their post. Students will be asked to provide a brief 200 word summary of their findings on the LMS Discussion Group within a week of previewing the episode.

The marking scheme will include marks for participation in class discussion, completion of assignment sheet and posting for discussion group. (see marking scheme in Student Package)

c. Parenting Presentations (20 min with learning specialist assistance)

In pairs students will prepare and co-facilitate a parenting session. Students will be expected to *demonstrate* an ability to prepare an interesting and engaging session which invites the group into the process and provides participants with a concrete skill or piece of information to help them deal with the issue being addressed. Facilitators must demonstrate an ability to deal with the reactions of group members as they arise and process activities with their group. As always group participant reactions need to be responded to in a professional manner, encouraging openness and acceptance of all members in the group. The demonstration is expected to be creative, and each group must choose a different topic for their session. Topics will be brainstormed in class. Groups will be comprised of classmates who will act as group members for this presentation. Students are free to provide group members with roles however this is not necessary. Details related to what needs to be included in the session and the grading criteria will be discussed in class and will be included in your Student Package.

NOTE: Due to time commitments and the nature of this class, the instructor cannot accommodate re-scheduling presentation dates. Arrangements to change presentation dates may be made between groups, but notice in writing (duly signed) is to be submitted to the instructor well in advance of the actual presentation dates.

d. Family Project:

Students will choose **one** of the following projects to complete

a. Community Event.

At the beginning of the semester, students, along with the professor, will create a list of community organizations that prepare special occasion events for children and families. (i.e. Halloween parties, fundraisers, Christmas parties, special programming, etc). Events and activities may be annual events that an organization hosts for the children and family who attend programming at their agencies. Once a list has been generated, students will be assigned to one organization and be given the task of approaching this organization to volunteer to assist with this special event (i.e. a student may decide to contact Christmas Cheer and volunteer to stuff boxes for Christmas).

b. Community Research Project.

In small groups students (3 - 4 students) will be required to arrange to meet with an organization in the community that provides programming to families. Students may choose their placement sites if appropriate but are challenged to speak to an agency they are unfamiliar with.

Students must inform the professor of their choice beforehand so as not to overload any one agency in the community. Once they have decided on the

agency, they will interview the agency and find out what types of programs and services that are provided to families. Students will be provided with a list of possible interview questions and will need to summarize their findings in a brief report.

Debriefing Session: (requirement for both assignments)

The student's involvement in these projects is designed to assist them in gaining firsthand knowledge of some of the issues facing families in our community. They will be required to participate in a debriefing session at the end of the semester to explore and discuss with their cohort their experiences and how this experience will assist them in their work as CYW's.

There will be ONE debriefing session held to discuss both projects and the date for this debriefing will be determined in class.

More details related to expectations, possible agencies and the grading criteria will be discussed at the beginning of the semester. The professor will come prepared to share information related to possible agencies.

e. Tests:

Tests will be drawn from material from specified readings class presentations and class discussions related to course exercises and suggested readings.

All tests must be written at the assigned time. If a student is unable to attend due to illness or an emergency, the professor must be notified prior to test time. Failure to follow these steps can result in an inability to write the test

COLLEGE GRADING POLICY

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.

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 of 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.

Students may not be allowed to enter the classroom once the class has begun depending on the focus of that session. Students may be asked to wait until the break to enter the classroom however the final decision rests with the professor.

VII.

COURSE OUTLINE ADDENDUM:

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

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.