

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: FAMILY DYNAMICS

CODE NO.: CCW 320 SEMESTER: FIVE


PROGRAM: CHILD AND YOUTH WORKER

AUTHOR: MICHAEL MCFARLING M.A., CCW

DATE: SEPTEMBER 1995

NEW: REVISED:

APPROVED:


Kitty DeRosario, Dean
Human Sciences & Teacher ED

Date

Aug. 17/95

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

FAMILY DYNAMICS

CCW 320

Instructor: Michael McFarling
Room : E3212
Phone: 759-2554 ext. 549

TOTAL CREDIT HOURS: 45
PREREQUISITE: Group Dynamics 2

PHILOSOPHY/GOALS:

This course is designed to enable the student to examine and come to some understanding of the various methodologies used in the study of the family. Subsequent to this the student will gain some insight into a representative sampling of family interventions. It is practical in orientation as it explores various aspects of parenting within the present societal demands of family life. It focuses on building on the strengths within the family as a part of a problem-solving strategy. Various aspects of "Media" will be examined as a factor that influences "family life".

STUDENT PERFORMANCE OBJECTS:

At the conclusion of the course the student will be able to;

1. Discuss a representative sampling of the various methods of studying the family.
2. Determine the relevance of family history and culture on the formation, function and maintenance of the family.
3. Describe the various stages of family development and the tasks inherent at each of these stages.
4. Illustrate sample interventions relevant to various function levels of families in need.
5. Identify the skills necessary to the establishment of a therapeutic relationship with the family.
6. Describe the methods and strategies that can be used to involve the family as partners in the therapeutic intervention process.
7. Present a variety of parenting classes that would serve as appropriate vehicles to educate and support parents from a CYW perspective.
8. Discuss the impact that the media has on parenting and family relationships.

LEARNING ACTIVITIES:

Presentation of will vary according to the demands of the material being presented. These will include:

- . Reading and research
- . Self-directed study
- . Group discussion
- . Group presentation
- . Quizzes and assignments

REQUIRED RESOURCES:

Kilpatrick, A. and Holland, T. (1995). Working with families: An integrative model by level of functioning. Needham Heights, Mass: Allyn and Bacon.

COURSE REQUIREMENTS:

Students will be required to:

1. Attend and participate at a level reflective of a professional commitment to the human service field.
2. Prepare and present a parenting class and evaluate the group process involved in the presentation.
3. Complete all assignments in the appropriate format and on schedule.
4. Complete routine quizzes on material presented, discussed or assigned.

***NOTE**

Due to the nature and purpose of the quizzes and the logistics involved there will be no opportunity to write quizzes that have been missed.

DESCRIPTION OF ASSIGNMENTS

1. Critique of a magazine.

There is a wide variety of magazines available geared to parents and parenting eg. Parents and Exceptional Parent.

This assignment requires that you examine a parenting magazine and write a critique on the content of the magazine. It is important to comment on the advertizing included and the overall style of the magazine. You are to determine the overall value of this magazine to families and give evidence to support your position.

This assignment is to be typed and referenced in the appropriate format.

2. Watch a television show of your own choice (subject to approval) for a period of three weeks and be prepared to present an oral report to the class.

Family shows, situation comedies, news/documentaries are shows that would be considered re: their portrayal and/or their impact on family life.

Schedule for presentation to be drawn up in class.

DESCRIPTION OF ASSIGNMENTS (cont.)

3. Prepare a "parenting class". the class will be presented in groups of two (three at the most). A list of topics will be prepared by the instructor and class. Any other topic areas will need to be approved by the instructor.

Schedules of presentation will be drawn up in class.

Due to the time commitment and the nature of this class, re-scheduling presentation dates cannot be accommodated by the instructor (arrangements may be made amongst the group, but notice, in writing, is to be submitted to the instructor).

The parenting class will be presented to your classmates and a write-up submitted. The written format will include objectives, methodologies and a list of resources used or applicable to your topic. The resource list should be prepared for distribution to your classmates for their future use. The presentation should be 1-1 1/2 hours in length and include:

- 1) promotion/advertising brochure
- 2) an introduction consisting of ice-breaker activities or some type of professional group warm-up

The presentation should be in well-organized, professional format. It needs to be practical and be founded on academic theory. Presentation can be creative and should seek to promote active group participation.

Due to the experiential nature of this course, 80% attendance is an expected minimum.

4. Genogram and Family Profile

The use of the genogram has been effectively demonstrated in the area of intervention in families. In that this has such relevance it is important that the beginning practitioner has an understanding of the construction and application of the genogram. As is stated in the course text as illustration of its relevance, the genogram can "identify intergenerational patterns within families". (pg.10) and "the genogram is both an assessment tool and an intervention tool". (pg.169).

It is in this regard that the participant is required to develop a personal genogram and family profile to enhance self-awareness and the role that this awareness plays in the delivery of quality support to clients and family groups.

* see attachment for specific detail.

GRADING:

Attendance and participation		15%
Critique of Magazine		5%
Due Sept 19/95		
T.V. Report written and discussion		5%
Dates TBA		
Parenting presentation		20%
Dates TBA		
Quizzes	1 - Oct. 3/95	12%
	2 - Oct. 31/95	12%
	3 - Nov. 28/95	12%
	4 - Dec. 18/95	14%
Genogram and Family Profile		5%
Due Dec.4/95		
Total	100%	

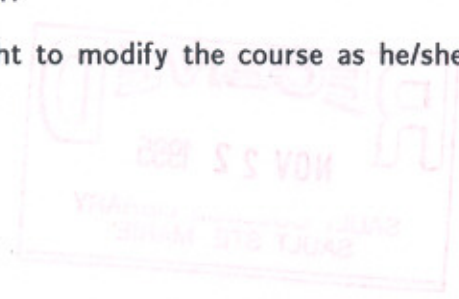
COLLEGE GRADING POLICY

- 90 - 100% = A+
- 80 - 89% = A
- 70 - 79% = B
- 60 - 69% = C
- BELOW 60% = R

SPECIAL NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.



SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
CHILD & YOUTH WORKER PROGRAM

**ADDITION TO C.Y.W. PROGRAM POLICIES
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Child and Youth Worker Course Outline:

I, _____, have read the C.Y.W.

Course Outline for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Dated: _____

