

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: FAMILY DYNAMICS

CODE NO.: CCW 504 **SEMESTER:** FIVE

PROGRAM: CHILD AND YOUTH WORKER

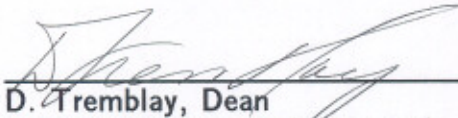
AUTHOR: MICHAEL MCFARLING MA., CCW


DATE: SEPTEMBER 1996

NEW:

REVISED:

APPROVED:


D. Tremblay, Dean
School of Human Sciences and
Teacher Education


Date

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

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 factors that influence "family life".

LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

Upon successful completion of this course the student will demonstrate the ability to:

1. Develop and maintain therapeutic relationships which promote growth and development.

Potential Elements of the Performance.

- a. Use competent communication skills to promote understanding and trust within the client.
 - b. Assess the strengths and needs of the client from a holistic perspective.
 - c. Interact in a professional manner as guided by a professional code of ethics, current legislation and organizational policies and procedures.
2. Gain greater self-awareness , intellectual growth , well-being and understanding of others.

Potential elements of the performance.

- a. Identify one's expectations and values and examine the impact of these on personal goals.
- b. Integrate the concept of well-being into one's life-style.
- c. Act in accordance with ethical and professional standards.

3. Foster and utilize therapeutic environments which respect culture and which promote overall well-being and facilitate positive change for families.

Potential Elements of the Performance

- a. Assess in collaboration with relevant others the cultural, developmental and social needs of families within their current environments.
 - b. Plan and implement selected strategies to foster and utilize therapeutic environments.
 - c. Evaluate the results of implemented strategies and make necessary adaptations to facilitate positive change.
4. Design and implement community education programs to enhance psycho-social development of children and their families.

Potential Elements of the Performance

- a. Evaluate relevant existing community programs.
 - b. Determine prevention and/or education objectives for specific groups and communities at risk.
 - c. Facilitate the development or adaption of resources /programs to meet identified needs.
5. Communicate effectively in oral, written, and nonverbal forms to enhance the quality of service.

Potential Elements of the Performance

- a. Plan and organize communication according to the identified need.
- b. Select and use forms of communication required by the situation and context.
- c. Evaluate the results of the communication and adjust in order to facilitate effective communication.
- d. Communicate clearly, concisely, and accurately, appropriate to the reciever, the setting and the identified goals.

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.

Missing a student-led parent workshop presentation puts the student in a double jeopardy situation. Not only do you not get an attendance point for that class but you also forfeit one.

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 (following discussion with teacher) for a period of three weeks and be prepared to present an oral report to the class.

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

DESCRIPTION OF ASSIGNMENTS (cont.)

3. Prepare a "parenting class". the class will be presented in groups of three (four 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 class group 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 the class for their future use. The presentation should be one hour in length and include:

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

There is provision for 10 min. prior and 15 min. post presentation for setup and evaluation.

The presentation should be organized and follow a professional format. It needs to be practical and be based on theory. Presentations can be creative and should seek to promote active group participation.

In your future role as professionals it is essential that you gear your presentation to the potential comprehension and interest levels of your client groups.

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.

FAMILY DYNAMICS

GRADING:

Attendance and participation	15%
Critique of Magazine Due: Sept 18/96	5%
T.V. Report written and discussion Due: Oct.16/96	5%
Parenting presentation Dates TBA	20%
Quizzes	
1 - Sept. 25/96	12%
2 - Oct. 23/96	12%
3 - Nov. 20/96	12%
4 - Dec. 18/96	14%
Genogram and Family Profile Due Dec.4/95	5%
Total	<u>100%</u>

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.

SEPT./96

Addendum: CCW 504 FAMILY DYNAMICS

GENOGRAM/FAMILY PROFILE

In order to fully understand the relevance of this assignment it is important to understand the rationale underlying it.

With reference to the work of Lawson and Gaushell (1991), I suggest the following for discussion and consideration. The relevance of a personal examination of the development of one's family as a factor having an influence on the development of the individual as a professional is not open to question. The genogram can be an effective assessment/diagnostic as well as an intervention tool useful in working with families.

Given the pervasive influence that family has on the individual it is essential that the professional be adequately aware of transference issues. An examination of these issues includes but is of course not limited to;

a. Workers who have resolved negative family issues are better able to serve families in which they have areas in common.

b. Previous experience in one's family can and does have an impact on current professional relationship formation.

c. Workers' early roles as peacemakers in the family can create ambivalence in creating intimacy with others.

d. The worker needs to be aware of the ways in which one's own family members have triggered a personal response so as to avoid a premature response in a family session.

e. When families invoke an intense and instant reaction it is important to reflect on unfinished family issues.

f. Patterns of behavior that one has learned from the family of origin will be repeated in the family session.

g. you will meet parts of your family in therapeutic relationships. (Satir 1988)

TASK

Written

Using the following as a guideline construct your genogram and written description of your family history.

a. In what "type" of family were you raised?

b. What are some of the most important values that are present in your family?

c. What is your current family structure? How are your roles different now than they used to be?

d. Reflect on your early years. How would you describe yourself as a child? What was the school experience like for you? What were some of the more significant life experiences that you had?

e. As overseers of your development, what impact did those who parented you have on your development.

f. Identify for illustration purposes one of your significant personal issues. How has your family contributed to the issue both in terms of causal factors and resolution.

Of all the relationships we "work out" the last is likely to be the parent-child relationship. (Corey & Corey 1993)

Keep the focus on yourself and avoid blaming others.

* This needs to be typed in essay format.

Collage

You are required to construct a collage that illustrates your view of your family. Time permitting you will have the opportunity to share this with the group.

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: _____