

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Family Dynamics
CODE NO. : CCW320 **SEMESTER:** 5
PROGRAM: Child and Youth Worker
AUTHOR: Michael McFarling, MA, CCW, CYC (Cert.).
DATE: Sept/2000 **PREVIOUS OUTLINE DATED:** Sept/99
APPROVED:

DEAN

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): CCW224, CCW228
HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

This course is a blend of theoretical and practical aspects of working effectively with families. Through this course the student is afforded an opportunity to examine and come to an understanding of various methodologies useful in the study of the family. Subsequent to this the student will gain insight into a representative sampling of family interventions. The course has a practical orientation as it explores various aspects of parenting within the present societal demands of family life. It focuses interventions geared to building strengths within the family as a key component of intervention strategy. Social factor impacting families will be reviewed.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will:

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

Potential Elements of the Performance:

- a. Use appropriate 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 and state own expectations and values and examine the impact of these on personal goals.
- b. Describe the integration of 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 (in a lab context), community education programs to enhance psychosocial 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 adaptation 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 receiver, the setting and the identified goals.

III. 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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Anderson, S . and Sabatelli, R. (1999), *Family interaction: A multigenerational developmental perspective (2nd.ed.)*. Toronto, Allyn and Bacon.

V. COURSE REQUIREMENTS:

Participants are 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 team 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. It is the group's responsibility to support its members in this learning opportunity.

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 advertising included and the overall style of the magazine. You are to determine the perceived 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.

A brief one-page synopsis is to be handed submitted to the instructor. This need not be typed.

3. Prepare and present a "parenting" class. This will be presented in teams of three. The instructor and class will prepare a list of topics. Any additional topic areas will need to be approved by the instructor.

Presentation schedule will be drawn up as soon as is feasible.

Due to the time commitment and the nature of this class, the instructor cannot accommodate re-scheduling presentation dates. (Arrangements to switch presentation dates may be made amongst the group, but notice in writing (duly signed), is to be submitted to the instructor well in advance of the potential presentation dates.)

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 other type of professional group warm-up. There is provision for 5 min. prior and 10 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 need to 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.

Submission to instructor is to be typed.

4. Genogram and Family Profile

The use of the genogram has demonstrated effectiveness 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 and is both an assessment tool and an intervention tool. The concept of genogram is discussed in the text pg. 73 to 79.

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.
- Selected assignments may be submitted by fax or email. All criteria apply.

VI. EVALUATION PROCESS/GRADING SYSTEM:

Attendance and participation	15%
Critique of Magazine Due:	5%
TV. Report written and discussion Due:	5%
Parenting Presentation Dates TBA	20%
Quiz #1	15%
Quiz #2	15%
Quiz #3	15%
Genogram and Family Profile Due	10%
Total	<u>100%</u>

COLLEGE GRADING POLICY

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VII. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

September, 2000

Addendum: CCW 320-3 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 intervention tool useful in working with families.

Given the pervasive influence that family has on the individual it 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 personal 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. The collage is a tool that you will have use for in your professional work with families. It will in some instances serve as a communication facilitation device with clients and families.

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: _____