

**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/2006 **PREVIOUS OUTLINE DATED:** Sept/2005  
**APPROVED:**

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**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 various aspects of parenting within the present societal demands of family life are explored. A focus on interventions geared specifically to building strengths within the family is a key component of the course. Social factors 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:**

Kilpatrick, A. and Holland, P. (2003), *Working with Families: An Integrative Model by Level of Need (3<sup>rd</sup> edition)*. 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 and/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 e.g. Parents and Exceptional Parent.

Select one issue of any parenting magazine that readily available. Note where the magazine can be purchased as well as the price of the magazine.

Once you have read the magazine in its entirety, comment on the following:

- Type and range of articles in the magazine.
- Comprehension level of the articles.
- Which, if any, of the articles are research based?
- Which article had the most impact on you personally? Why?
- What do you note about the advertising in the magazine?
- Is the cost of the magazine a problem for limited income families?
- As a consumer what attracted you to the particular magazine that you chose?
- Would you recommend this to a client? Whether you could or could not recommend this to a client, state your rationale.

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

2. Using the assignment sheets, Television Messages about Gender Roles (attached) as a basic guide on what to look for;
  - Watch 2 television shows of your choice for a period of three weeks.
  - 'Family' shows and situation comedies etc. are shows that should be considered re: their portrayal of and/or their impact on family life.

In week three fill out the form for each set of programs viewed.

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 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 actual presentation dates.)

The parenting class will be presented to 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 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 set-up 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.

In that this is a senior year presentation you will be evaluated on professional appearance and deportment additional to content and style.

**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.

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 data file for “attachments”: Family Genogram, Family Development, and Family Journal. Requirements outlined in the file. Assignment need to be typed.

5. Collage: Students are required to construct and present a ‘family’ collage. Format will be discussed in class.

**VI. EVALUATION PROCESS/GRADING SYSTEM:**

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

**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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**VII. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), visit the Special Needs Office - room E1101 or call extension 2703 as soon as possible so that support services can be arranged for you. Subsequently you are encouraged to discuss required accommodations with your professors. All course objectives need to be met.

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 the *Student Code of Conduct*. 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 (if available) 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 an official transcript and course outline related to the course in question.