

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 (5th 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/family intervention session 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 a quiz that has been missed.

DESCRIPTION OF ASSIGNMENTS

1. Critique of Magazine: (In-Class Assignment)

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

In small groups, students will choose from a selection of magazines provided by the instructor and complete during class a critique of the magazine, including items listed below, as well as the price of the magazine.

Once the group has previewed 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? State your rationale.

* Students will be given an outline to work from and should be prepared to present this to the class at the end of the session, commenting on the above areas. Grading criteria will be distributed and discussed in class at the beginning of the semester.

2. Prepare and present a family intervention session, chosen from a list of topics provided by instructor. Topics will focus on both parenting and family intervention session based on theories explored in this course. Any additional topic areas will need to be approved by the instructor.

Presentation schedule will be drawn up as soon as possible at the beginning of the semester.

The session will be presented to the class and a write-up submitted. The presentation should be one hour in length and include:

- 1) Promotion/advertising brochure
- 2) Format for session will be distributed in first class as part of Student Package
- 3) Each group will be given 5 min. prior and 10 min. post presentation for set-up and evaluation (brief feedback session from class)
- 4) Each session will be followed by teaching session related to specific parenting or theoretical focus

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.

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.)

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 needs to be in the appropriate professional format.

4. Genogram and Family Profile

The use of the genogram has value as a source of information pertinent to 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.

Detailed instruction related to creating a Family Genogram and Profile will be provided at the beginning of the course, with specific information related to format and specifications for assignment.

Assignment needs to be typed. Students will have the semester to complete this assignment.

VI. EVALUATION PROCESS/GRADING SYSTEM:

Attendance and participation	20%
Critique of Magazine (In-class Assignment)	10%
Family Intervention Presentation	20%
Quiz #1	15%
Quiz #2	15%
Genogram and Family Profile	20%
Total	<u>100%</u>

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.	

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: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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers WebCT/LMS as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the Learning Management System communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in Student Code of Conduct. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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 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 instructor.