

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 project
- Quizzes and assignments

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Kilpatrick, A. and Holland, P. (2003), *Working with Families: An Integrative Model by Level of Need (5rd 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. Students will demonstrate an understanding and empathy for vulnerable clients and their unique issues by way of written assignments and verbal discussions. This can be demonstrated by an absence of judgemental statements and the willingness to view the situation and/or issue from someone else's perspective.
3. Complete all assignments in the appropriate format and on schedule.
4. Complete routine quizzes on material presented, discussed and/or assigned.

NOTE: Tests and group presentations need to be done on the assigned day. If a student misses a presentation date, there may be no opportunity to present on an alternate date. Students are expected to communicate with their professor in a professional manner regarding any difficulties that may arise in this regard.

Tests may be **ONLY** be rescheduled with instructor's permission **PRIOR** to the date of the test. If you arrive late for a test, you may enter the classroom and begin to write the test, provided no one has left the classroom.

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 groups 2 or 3, students will choose from a selection of magazines provided by the instructor and complete a critique of the magazine, including items listed below.

Once the group has previewed the magazine in its entirety, they will respond and comment on the following:

- Name, description of the front cover and the price of the magazine
- 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 complete this assignment during class time. A class discussion will follow allowing the students to explore and comment on the above areas. Grading criteria will be distributed and discussed in class at the beginning of the semester.

Assignments not completed during class time, unless for extenuating circumstances, will **not** be accepted. Students need to be in class to be evaluated on their performance and contributions during both the activity and class discussion.

2. Assessment and Treatment Plan:

In pairs, students will complete one assessment and treatment plan based on cases provided by the professor. These cases will be presented in video format at specific points during the course curriculum as they support the content being delivered and the level of family need being discussed at that time. Students will view the video, making detailed notes in regards to the issues facing the families being assessed. Students will be expected to compile assessment information based on specific criteria and then develop a comprehensive assessment and treatment plan utilizing one of the theoretical approaches related to that specific level of family need as per the course text. Students will need to gather information from the course text, class discussions and the local community in order to support their assessment and develop an effective and in-depth treatment plan for this family.

The students will submit one case study per group. A detailed outline for this case study will be distributed in class. Students will choose the level of family need they would like to work on and choose one case accordingly. Due dates will coincide with when that case is being discussed in class, giving students the opportunity to choose a case and theoretical approach that they are most interested in.

3. 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 the assignment.

VI. EVALUATION PROCESS/GRADING SYSTEM:

Attendance and participation	20%
Critique of Magazine (In-class Assignment)	10%
Case Study: Assessment and Treatment Plan (in pairs)	30%
Quiz x 2 (each @ 10)	20%
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	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:

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.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.