SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Family Dynamics

CODE NO. : CYW 302   **SEMESTER:** 5

PROGRAM: Child and Youth Worker

AUTHORS: CYW Faculty

PROFESSOR: Donna Mansfield BSW, RSW, CCW, CYC (Cert.),

DATE: Sept 2011   **PREVIOUS OUTLINE DATED:** Sept 2010

APPROVED: "Angelique Lemay"   June, 2011

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       CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE (S): CYW230, CYW202

HOURS/WEEK: 3

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.

VI.   EVALUATION PROCESS/GRADING SYSTEM:

Skill Development and Participation	20%
Case Study: Assessment and Treatment Plan (in pairs)	30%
Genogram and Family Profile	20%
Quiz x 2 (each @ 15)	30%
Total	100%

DESCRIPTION OF ASSIGNMENTS

All assignments need to be completed in type written format and will not be accepted unless the student is given permission in advance.   Late assignments will lose one mark per day. It is the student's responsibility to inform the professor of any issue that may interfere with their ability to complete assignments or write tests on time. **Students will not be permitted to write tests and/or complete assignments if they have not communicated with the professor before the due date of the assignment or the day of the test.**

1. **Skill Development and Participation**

The student's skill development and participation mark for this course does not only include their attendance in class (determined by adding up the total number of classroom hours and the total number of hours student attended) but also reflects their ability to participate in this course at a professional level. This includes coming prepared for class, participating in discussions and group work with professionalism, respecting the ideas and opinions of classmates, a willingness to view situations and issues from another person's perspective and the ability to support classmates during presentations. It is an opportunity for students to hone the CYW professional skills that they have been developing since first year. (Refer to CYW Code of Ethics for further detail).

2. Case Study: 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.

COLLEGE GRADING POLICY

The following semester grades will be assigned to students :

Grade	Definition	Grade Point Equivalent
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:

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.

VII.   COURSE OUTLINE ADDENDUM:

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