

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:**ATTENDANCE AND SKILL DEVELOPMENT****25%**

Students will engage in activities and discussions during regularly scheduled classes. Attendance (10%) will be determined by the total number of classroom hours that the student attends, based on a 3 hour class for 15 weeks. The Skill Development mark (15%) is related to the student's ability to participate in activities and discussion and reflect upon this learning. The format and assessment of the activities will be discussed in class and posted on LMS.

ASSIGNMENTS**45%**

Students will engage in activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on LMS.

TESTS (3)**30%**

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

NOTE: *All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.*

All assignments MUST submit all papers and assignments through the Dropbox on LMS. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize LMS for all college communication and submissions with and for the professor. Should a student experience problems the professor and the IT department at Sault College is available to assist them.

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%	
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.