

I. COURSE DESCRIPTION:

This course will provide the student with an introduction to working with children and their families from a Child and Youth Worker perspective which focuses on working with families in their daily lives. Students will review recent literature from the CYW field and gain a deeper understanding of community-based family intervention programs and family support programs for young people and their families. Students will examine the behavioral, developmental and psycho-social strengths and needs of children, youth and families in relation to their current family environments. Practical application of strategies and assessment tools appropriate to the family environment will be introduced.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Develop effective intervention strategies which meet the needs and goals of children, youth and their families.

Potential Elements of the Performance:

- a. Explore the behavioral, developmental and psycho-social strengths and needs of families in their current environments
 - b. Discuss current strategies and interventions used to facilitate change and growth in families
 - c. Examine the need for additional resources in order to provide support to families
 - d. Assess the strategies used and determine the necessary adjustments needed to attain identified goals and needs of the family.
2. Review and discuss environments which respect culture and which promote overall well being and facilitate positive change for families.

Potential Elements of the Performance:

- a. Identify and assess the cultural, developmental and social needs of families in the context of their current environments

- b. Explore therapeutic principles and strategies related to working with families to a variety of situations and surroundings to create therapeutic environments
 - c. Discuss the impact of various strategies and suggest necessary adaptations to facilitate positive change in families
3. Describe therapeutic environments which promote growth and development within the family.

Potential Elements of the Performance:

- a. Discuss the strengths and needs of the family from a holistic perspective.
 - b. Identify appropriate communication skills that promote understanding and trust with client and their families.
 - c. Reflect respect for and sensitivity to complex issues within the family
 - d. Interact in a professional manner as guided by the professional codes of ethics, current legislation affecting services and organizational policies and procedures.
4. Gain greater self-awareness and understanding of others, particularly as it relates to families.

Potential Elements of the Performance:

- a. Explore and state own values and beliefs related to family and working with families.
 - b. Compare and contrast personal values to current research and course literature related to working with families.
 - c. Act in accordance with ethical and professional standards
5. Communicate effectively in oral, written, and nonverbal forms to enhance the quality of service, including the use of D2L discussion groups.

Potential Elements of the Performance:

- a. Identify and utilize appropriate forms of communication required by situation and context.

- b. Communicate clearly, concisely, accurately and appropriately to the receiver, the setting and the identified goals.
- c. Evaluate the results of communication and the barriers to facilitating effective communication.
- d. 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 judgmental statements and the willingness to view the situation and/or issue from someone else's perspective.

III. TOPICS:

1. Definitions of family
2. Family work from a CYW perspective
3. Ethics in Family Work
4. Healthy family systems
5. Issues related to gender role
6. Strategies and interventions with families

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Garfat, T. & Charles, G. (2012). A Guide to Developing Effective Child and Youth Care Practice with Families. Second Edition. Cape Town, South Africa: Pretext Publishers

Selected readings may be provided by the professor and use of material from the CYC Net. Students may be required to print and/or review specific articles and journals from this site and others.

V. EVALUATION PROCESS/GRADING SYSTEM:

PROFESSIONAL PRACTICE SELF-EVALUATION

10%

Students will reflect on and self-evaluate the quality of their "Professional Practice" skills during the semester. Professional Practice is related to those competencies described in the Ontario Association of Child and Youth Counsellors Code of Ethics and Standards of Practice.

ASSIGNMENTS**65%**

This course has both theoretical and experiential components, involving considerable discussion and self-directed learning. Students will engage in small group presentations, group work and in class activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on D2L.

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.*

TESTS (2)**25%**

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.

Students MUST submit all papers and assignments through the Dropbox on D2L. 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 D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

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%	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 placement or non-graded subject areas.
U	Unsatisfactory achievement in field placement or non-graded subject areas.
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.

VI. SPECIAL NOTES:

Professional/Academic Writing Skills and Assignment Adherence:

Close scrutiny will be applied to **EVERY** written assignment that you submit this semester. Assignments will be reduced by up to 10% for Professional and Academic Writing Skills and up to 25% for APA violations. It is your responsibility to ensure that your assignments meet this criterion before you submit them, either in hard copy or through the drop box. Students are strongly encouraged to utilize *The Write Place* and/or Accessibility Services on campus to assist them in submitting professionally written assignments.

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 of 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 professor.

VII. COURSE OUTLINE ADDENDUM:

This provisions contained in the addendum located on the portal and LMS form part of this course outline.