

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 behavioural, 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 CICE student, with the assistance of a Learning Specialist, will demonstrate a basic 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 behavioural, 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 healing ideas 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 changes to facilitate positive change in families
3. Describe healing 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 (as a whole) 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. Explores similar and different personal values to current research and course literature related to working with families.
- c. Follow ethical and professional standards

5. Communicate effectively in oral, written, and nonverbal forms to enhance the quality of service, including the use of LMS 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, Thom (2003), ***A Child and Youth Care Approach to Working with Families***. Binghamton, NY, The Haworth Press, Inc.

Selected readings provided by instructor.

V. EVALUATION PROCESS/GRADING SYSTEM:

Description of Assignments:

Assignments may be modified as suggested and approved by the Professor and or Learning Specialist.

a. *This My Family*

During class time at the beginning of the semester, students will be asked to create a visual representation of their own family through the use of collage, power point, video montage or music montage about their own family. Students will be asked to bring in pictures and mementos that reflect what family means to them and then use these items, along with materials from catalogues and magazines, to create their own family collage. Mementos might include items such as pictures, music, poetry, cards, and/or letters. Additional time will be given to complete their projects outside of class time. At the end of the session, the professor will lead a debriefing exercise to explore the student's initial reactions to the exercise.

Student will be asked to submit their collages along with a short written, one page (500 word) summary exploring the following areas: what they learned about themselves, reasons for choosing particular pictures, words, music and images and the importance of what they have learned about themselves and their family to their work as CYW's.

Due date for this exercise and write up will be determined in the first class.

b. *On-Line Posting and Discussion Group (LMS)*

Gender Roles, Stereotypes and Families: A Critique of Messages from Popular Television Sitcoms

Over the course of 3 weeks, students will watch 3 episodes of 3 different family sitcoms in class. Using an assignment sheet as a guide for what to look for students will identify both general and gender role messages promoted within the episode related to family relationships and roles within the family. The assignment sheet will be distributed in each class. A brief discussion will be led by the professor after each episode to elicit student's reactions and first impressions. Students will then participate in an on-line posting exercise, using the responses from their assignment sheet as a guide to their post. Students will be asked to provide a brief (300 word) summary of their findings on the LMS Discussion Group within a week of previewing the episode.

The marking scheme will include marks for participation in class discussion, completion of assignment sheet and posting for discussion group. (see marking scheme in Student Package)

c. Parenting Presentations

In small groups (to be determined in class) students will prepare and present material from text and other identified sources related to Child and Youth Worker approach to working with families. Topic areas will be determined by the instructor and students will be expected to provide an 30-40 minute overview of the topic area. Each presentation will include a 10 minute group discussion. As such students will be expected to prepare a minimum of 3 questions to generate a group discussion related to the topic area. Students will be expected to include and hand in at the beginning of their presentation a power point presentation with references. All references need to be submitted in APA format.

NOTE: Due to time commitments 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 the actual presentation dates.

d. Tests:

Tests will be drawn from material from text; specified readings class presentations and class discussions related to text material and suggested readings.

All tests must be written at the assigned time. If you are unable to attend due to illness or an emergency, the instructor must be notified prior to test time. A message can be left on voice mail (ext. 2549) if the instructor is unavailable. Failure to follow these steps can result in an inability to write the test.

11. Grading

Attendance and participation	20%
This Is My Family Exercise	10%
On-Line Posting and Discussion	
Group Assignment (LMS)	10%
Parenting Presentations	20%
Tests (2 @ 20%)	<u>40%</u>
Total	100%

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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. 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 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 form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.