

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Introduction to Family

CODE NO. : CYC205

SEMESTER: 3

PROGRAM: Child and Youth Care

AUTHOR: CYC Faculty

DATE: 2016

PREVIOUS OUTLINE DATED: 2015

APPROVED: 'Angelique Lemay'

June/16

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

This course will provide the student with an introduction to working with children and their families from a Child and Youth Care perspective which focuses on working with families in their daily lives. Students will review recent literature from the CYC 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. **Plan and implement interventions using evidence-informed practices in the areas of therapeutic milieu, programming, and group work to promote resiliency in children, youth and their families.**

Potential Elements of the Performance:

- a. Identify an interactive approach (i.e., work with and play with) to activities of daily living within the therapeutic milieu to develop relationships and promote involvement in families
- b. Identify and discuss the theoretical/empirical basis for interventions
- c. Discuss evidence-informed interventions consistent with the development level, identified strengths, needs, goals and cultural practices of families
- d. Examine moment-to-moment interventions such as life space interviewing and use of daily activities to create positive change
- e. Lead and facilitate group work (e.g. parenting sessions), applying knowledge of group process, negotiation and conflict resolution skills.
- f. Identify community resources (e.g. programs and activities) for families

2. **Describe the rights of families that maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.**

Potential Elements of the Performance:

- a. Explore the rights of children, youth and their families to have quality services, programs and care
- b. Identify system barriers including political, social and economic factors that may contribute to stereotyping, bias, discrimination and social inequalities for families.
- c. Identify strategies to support children, youth and their families in overcoming system-based barriers to care and services
- d. Demonstrating an understanding of differences, suspending judgment and showing support and empathy with families.

3. **Reflect upon and gain greater self-awareness and understanding of others, particularly as it relates to families.**

Potential Elements of the Performance:

- a. Identify and consider how personal values, beliefs, opinions and one's own social location and experiences may impact interactions with families.
- b. Use reflective tools to learn from and gain insight from interaction with children and youth, through the delivery of a specific community event for families.
- c. Demonstrate an understanding of the OACYC ethical and professional standards in working with families.

4. **Communicate and implement clear, concise written, oral and electronic communications for diverse families using anti-oppression language**

Potential Elements of the Performance:

- a. Gain an holistic understanding regarding services for children, youth and their families

- b. Demonstrate an understanding of the strategies and tools to support psychosocial development and positive change in families
- c. Identify the documentation and reporting requirements including those related to the Child and Family Services Act, 1990, youth justice requirements and other applicable legislation
- d. Evaluate the results of the communication and demonstrate skills necessary to promote understanding within families

III. TOPICS:

1. Definitions of family
2. Family work from a CYC 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:

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

V. EVALUATION PROCESS/GRADING SYSTEM:

SKILL DEVELOPMENT

30%

Students will engage in activities and discussions during regularly scheduled classes. The Skill Development mark is related to the student's ability to participate in activities and discussions, reflect upon this learning and evaluate the skills and competencies demonstrated in class by themselves and their classmates. The format and assessment of the activities will be discussed in class and posted on D2L

ASSIGNMENTS**50%**

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 the 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)**20%**

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.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 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.

Other Notes and Class Guidelines:

1. All courses in the Child and Youth Care program follow the Fatal Error Policy, including APA standards for all assignments submitted. Faculty will review this with students at the beginning of each course. See detailed document on D2L course sites for details. Students are strongly encouraged to utilize **The Write Place, Accessibility Services** and/or **Program Tutor** on campus to assist them in submitting professionally written assignments.
2. Late assignments will be handled at the professor's discretion and **only for substantial and substantiated reasons**. Assignments will only be accepted after the due date for a period of 7 days. It is the student's responsibility to make arrangements directly with the professor. Late assignments will be subject to a **10% grade reduction per day (including weekends) of the overall course mark**. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Assignments cannot be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.

3. Students are responsible to contact the professor **directly and immediately** when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor prior to test date/start time requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional and substantiated circumstances.

4. Students are encouraged to discuss attendance expectations with the professor. Students will be expected to come prepared to class to facilitate discussion and application of course material. Grades assigned for participation will reflect the student's knowledge of the content discussed, ability to demonstrate and apply the skills. Students' ability and willingness to share thoughts about the material, and ability to respect viewpoints different from their own is expected.

5. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.

6. Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time. Any behavior including the use of cell phones that interferes or distracts from the learning of others will not be tolerated (i.e. side talk, laughing, computer use). Failure to abide by this will result in student being asked to leave the class.

7. Students are expected to read materials in advance of class and ensure review of D2L on a regular basis (minimum weekly)

8. The provisions of both the College Student Code of Conduct and the Child and Youth Care Program Policies will apply at all times in this course.

VII. COURSE OUTLINE ADDENDUM

The provisions contained in the addendum located on D2L and on the portal form part of this course outline.