

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 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 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 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 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.

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:

1. Description of Assignments:
 - a. Collages
 - ❖ During class time at the beginning of the semester, students will be asked to create a collage about their own family. Additional time will be given to complete collages outside of class time.
 - ❖ 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
 - ❖ At the end of the session, the instructor will lead a debriefing exercise to explore the students initial reactions to the exercise.
 - ❖ Student will be asked to submit their collages along with a short written, one page (500 word) summary exploring; what they learned about themselves, reasons for choosing particular pictures, words, and images and the importance of what they have learned about themselves and their family to their work as CYW's
 - ❖ Due date for collages and write up will be determined in the first class.

- b. On-Line Posting and Discussion Group (LMS)~ Gender Roles 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 gender role messages in each episode. (assignment sheet will be distributed in each class)
 - ❖ A brief discussion will be led by the instructor after each episode to elicit student's reactions and first impressions.
 - ❖ Students will then participate in an on-line posting exercise, using the responses on their assignment sheet as a guide to their post. Students will be asked to provide a brief (300 word) summary of their findings on LMS Discussion Group within a week of previewing the episode.
 - ❖ 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)

Small Group 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.

c. Tests:

Tests will be drawn from material reviewed from text, 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 a grade of F for the test.

11. Grading

Attendance and participation	20%
Collage	10%
On-Line Posting and Discussion Group Assignment (LMS)	10%
Group Presentations	20%
Tests (2 @ 20%)	40%
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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.	

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.