

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

## COURSE OUTLINE

<b>COURSE TITLE:</b>	Family Dynamics		
<b>CODE NO. :</b>	CYW 302	<b>SEMESTER:</b>	5
<b>PROGRAM:</b>	Child and Youth Worker		
<b>AUTHORS:</b>	CYW Faculty		
<b>PROFESSOR:</b>	Donna Mansfield BSW, RSW, CCW, CYC (Cert.)		
<b>DATE:</b>	Sept 2016	<b>PREVIOUS OUTLINE DATED:</b>	Sept 2015
<b>APPROVED:</b>	'Angelique Lemay'		June / 16
	_____		_____
	<b>DEAN</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE (S):</b>	CYW230, CYW202		
<b>HOURS/WEEK:</b>	3		

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For additional information, please contact the Angelique Lemay, Dean, Community Services, Interdisciplinary Studies, Curriculum & Faculty Enrichment

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**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:**

Coleman, H., Collins, D, & Collins, T. (2005). *Family Practice: A Problem-Based Learning Approach*. Peosta, Iowa: Eddie Bowers Publishing Co. Inc.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**SKILL DEVELOPMENT** **25%**

*The Skill Development mark 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 D2L.*

**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 D2L.*

**TESTS** **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.*

**VI COLLEGE GRADING POLICY**

The following semester grades will be assigned to students:

<b>Grade</b>	<b><u>Definition</u></b>	<b>Grade Point Equivalent</b>
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.	

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 (Worker) 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.