

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: FAMILY SUPPORT SYSTEMS

CODE NO.: DSW 220 SEMESTER: FOUR

PROGRAM: DEVELOPMENTAL SERVICES WORKER

INSTRUCTOR: ED FINN 759-2554 Ext. 467 E2203

DATE: JANUARY 1997 PREVIOUS OUTLINE DATED: JANUARY 1996

NEW:

REVISED: X

APPROVED:

Rose for D Tremblay
D. Tremblay, DEAN, School of
Human Sciences and Teacher
Education

Jan 6/97
Date

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



PHILOSOPHY/GOALS

This course will provide the student with an overview of the family as a social system. Issues relating to family and society will be examined. The impact of exceptionality on the family will be studied with a view to maximizing family support of the individual. Access to community resources and the collaborative role of DSW will be emphasised.

STUDENT PERFORMANCE OBJECTIVES

Upon completion of this course the student will be able to:

1. discuss the principles of family systems theory.

Indicators: The student will;

- a. discuss family characteristics inclusive of personality traits, stressors and demographics.
- b. delineate the roles and relationships that occur amongst sub-groups of family members.
- c. discuss both the sequential developmental and non-developmental changes that impact the family.
- d. describe life transitions, interpersonal processes and environmental properties relative to the systemic view.

2. discuss the relevance of family history and culture on the formation, function and maintenance of the family.

Indicators: The student will;

- a. detail the relevance of the genogram from a personal and professional perspective.
- b. describe the use of the genogram in the therapeutic context.
- c. complete a personal genogram including detailed analysis and visual representation.

3. discuss the dynamics that are indicative of healthy/adaptive, and dysfunctional families.

Indicators; The student will;

- a. discuss the impact of exceptionality on the family.
- b. discuss the resources available to the family to support the maintenance of the unit.
- c. determine the factors that would impact negatively on the family unit and identify pertinent support services.
- d. discuss the assessment process as it pertains to a holistic view of family issues

4. describe the factors inherent in the collaborative process.

Indicators: the student will;

- a. operationally define the concept of collaboration.
 - b. list and describe areas open to collaboration.
 - c. outline the steps in the collaborative process and support with concrete examples and strategy.
 - d. discuss potential barriers to the process and suggest potential strategies to deal with these barriers.
5. propose a representative sample of parenting classes that would serve as appropriate vehicles to educate and support parents from a professional DSW perspective.

Indicators: The student will;

- a. demonstrate inquiry techniques geared to determine needs areas.
 - b. develop and present in a parenting class reflective of sound theoretical and practical perspective.
 - c. demonstrate and evaluate the team approach in line with this presentation.
6. articulate the professional role of the DSW in the realm of family work.

Indicators: The student will;

- a. describe the role the DSW can assume in working with families.
- b. discuss limitations and boundaries of the profession.
- c. state the ethics of therapeutic alliances with families.
- d. discuss the multidisciplinary approach to family support.

REQUIRED STUDENT RESOURCES

Turnbull, Ann P., and Turnbull, H. Rutherford. Families, Professionals, and Exceptionality: A Special Partnership. Prentice Hall, 1997.

COURSE REQUIREMENTS

Methods of presentation will vary relative to subject matter.

Due to the heavy placement/academic demands of this semester, time will periodically be scheduled during regular classroom sessions to work on required group projects—usual criteria must be met.

Students will be required to:

- a. attend and participate at a level reflective of a professional commitment to the human service field.
- b. prepare and present a parent education session and evaluate the group process inherent in the preparation and presentation. Description included.
- c. complete all assignments in the appropriate fashion and on time.
- d. to review personal/familial development
- e. to complete three tests on materials presented/discussed
- f. to complete self/peer evaluation

*NOTE: Due to the purpose of and the logistics involved there will be no opportunity to write quizzes that are missed. As is policy there is no "makeup" time /tests etc.

EVALUATION

1. Attendance, participation and preparation	15%
2. Critique of a magazine	5%
3. Test I	16%
4. Test II	16%
5. Test III	16%
6. Genogram & Family Profile (See attached)	10%
7. Parent Workshop/Evaluation	22%
	<hr/> 100%

COLLEGE GRADING POLICY

90 - 100% = A+
 80 - 89% = A
 70 - 79% = B
 60 - 69% = C
 BELOW 60% = R

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she requires in order to meet the needs of students. Students will be notified in writing of significant changes.

Students are required to keep copies of any material submitted to the instructor for evaluation purposes.

Attendance - missing a student presentation puts you into a double jeopardy situation. Not only do you not receive an attendance point but also forfeit one.

ATTENDANCE, PARTICIPATION AND PREPARATION:

Given the nature of the field you have chosen it is essential that you develop team work skills. In this regard it is essential that you attend and participate in that much of the "team" learning here will be enhanced experientially.

Participants are expected to be prepared - having completed readings etc. as assigned. The potential of the "pop-quiz" looms on the horizon and if given will contribute to this evaluative component.

CRITIQUE OF A MAGAZINE

There is a wide variety of magazines available geared to parents and parenting eg. Parents and Exceptional Parent.

This assignment requires that you examine a parenting magazine and write a critique on the content of the magazine. It is important to comment on the advertizing included and the overall style of the magazine. You are to suggest the overall value of this magazine to families and give evidence to support your position.

This assignment is to be typed and referenced in the proper format.

* Due date for this assignment is January 30, 1997.

PROJECT - PARENT EDUCATION
CLASS SESSION

- (1) Project ideas/topics must be discussed with and approved by the instructor.
- (2) Group members will be required to evaluate self/others according to prescribed format. Using the form and the outline (attached).
- (3) Time will be scheduled to work on group projects. This will consist of documented independent (group) work periods that will occur during regularly scheduled class periods. Groups however will require additional time to work on projects outside of class.

During these work sessions the instructor will be directly accessible as a resource. It is essential therefore that groups come prepared with all materials required for these work periods.

- (4) Final projects will be typed, referenced and submitted to the instructor in the appropriate form the day of the presentation.
- (5) Teams will self select. It is a skill to be able to work effectively with a broad range of individuals. It is in this regard that I suggest that you work with individuals that you have not worked extensively with in the past.

FORMAT FOR PRESENTATION:

Due to the time constraints and the nature of this class, rescheduling presentation dates will not be done by the instructor. Arrangements may be made amongst the groups to switch presentation dates but written notice must be given to the instructor one week in advance of the presentation.

Notice must be signed by each of the groups involved.

The parenting class will be presented to your class group and a typed overview submitted to the instructor. The written format is to include the objectives, methodologies and the resources used or applicable to your topic area. The resource list should be available to the class for future reference.

The presentation is to be LIMITED to ONE HOUR and is to include the following;

- a. promotional advertising brochure.
- b. an introduction consisting of warm-up activity in the form of an icebreaker etc...

The presentation needs to be professional in format. It needs to be practical and based on sound theory. Presentations should be creative and seek to promote active group participation.

Tests

Readings from the text, lecture material, in class group work and presentation material are subject to evaluation in this format. It is the learners responsibility to obtain any handouts etc. missed .

Test Dates Are:

Test #1	Feb. 20/97
Test #2	Mar. 20/97
Test #3	Apr. 17/97

GENOGRAM AND FAMILY PROFILE:

One must be in touch with self to be effective in working with others. In this regard, each student is expected to develop at least an introductory sense of their own family composition and history. One way of arriving at this point is to construct a genogram (a diagram of family composition) and a written description of family history and culture. Provision will be made to selectively share this material with others in the confidence of the class group.

A detailed description of this assignment follows and will be discussed in class.

* This assignment is due Mar. 27/97.

**Due dates and deadlines are a fact of life in the professional world. In this regard, assignments/presentations not submitted on/prior to the scheduled due dates will not be considered for evaluation.

The instructor will run photocopies/overheads and book A.V. equipment for presentations in this class. One weeks notice is required.

Addendum: DSW 220-3 Family Support Systems

GENOGRAM/FAMILY PROFILE

In order to fully understand the relevance of this assignment it is important to understand the rationale underlying it.

With reference to the work of Lawson and Gausshell (1991), I suggest the following for discussion and consideration. The relevance of a personal examination of the development of one's family as a factor having an influence on the development of the individual as a professional is not open to question. The genogram can be an effective assessment/diagnostic as well as an intervention tool useful in working with families.

Given the pervasive influence that family has on the individual it is essential that the professional be adequately aware of transference issues- an examination of these issues includes but is of course not limited to;

a. Workers who have resolved negative family issues are better able to serve families in which they have areas in common.

b. Previous experience in one's family can and does have an impact on current professional relationship formation.

c. Workers' early roles as peacemakers in the family can create ambivalence in creating intimacy with others.

d. The worker needs to be aware of the ways in which one's own family members have triggered a personal response so as to avoid a premature response in a family session.

e. When families invoke an intense and instant reaction it is important to reflect on personal unfinished family issues.

f. Patterns of behavior that one has learned from the family of origin will be repeated in the family session.

g. You will meet parts of your family in therapeutic relationships. (Satir 1988)

TASK

Written

Using the following as a guideline construct your genogram and written description of your family history.

a. In what "type" of family were you raised?

b. What are some of the most important values that are present in your family?

c. What is your current family structure? How are your roles different now than they used to be?

d. Reflect on your early years. How would you describe yourself as a child? What was the school experience like for you? What were some of the more significant life experiences that you had?

e. As overseers of your development, what impact did those who parented you have on your development.

f. Identify for illustration purposes one of your significant personal issues. How has your family contributed to the issue both in terms of causal factors and resolution.

Of all the relationships we "work out" the last is likely to be the parent-child relationship. (Corey & Corey 1993)

Keep the focus on yourself and avoid blaming others.

* This needs to be typed in essay format.

Collage

You are required to construct a collage that illustrates your view of your family. Time permitting you will have the opportunity to share this with the group. The collage is a tool that you will have use for in your professional work with families. It will in some instances serve as a communication facilitation device with clients and families.

