



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – WINTER 2011

CD 2110: Working With Families

INSTRUCTOR: Theresa Suderman **PHONE:** 780 539-2041
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OFFICE HOURS: Mondays / Wednesdays 1:00 – 3:00

PREREQUISITE(S)/COREQUISITE: Successful completion of first year or consent from Department.

REQUIRED TEXT/RESOURCE MATERIALS:

Wilson, L. (2005). Partnerships: families and communities in early childhood development. Toronto, ON: Thompson Nelson.

CALENDAR DESCRIPTION: This course focuses on a family centered approach to working with families in early childhood settings. Students will explore strategies for establishing and maintaining collaborative relationships with families and involving them in the care and education of their children.

CREDIT/CONTACT HOURS: 15 hours

DELIVERY MODE(S): Classroom instruction will be a combination of lecture and small and large group work. Audiovisual material and additional resources will supplement reading package.

OBJECTIVES:

On successful completion of this course, you should be able to:

- Describe the role of early childhood practitioners in creating and maintaining family centered programs and practices
- Discuss the benefits of and barriers to effective partnerships with families
- Implement a range of strategies that support effective partnerships with families
- Identify the sources of family-caregiver conflict and outline strategies for resolving conflict

TRANSFERABILITY: ** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

GRADING CRITERIA:

Assignments:

Assignment #1 Weight: 30%

Due Date: _____

Resource file for Families

Prepare a file of resources for families. A minimum of 25 informative brochures, pamphlets, 'tip' sheets and short articles are required. The following topics must be included in the resource file. A maximum of 3 resources are required for each topic.

- The separation process
- Children's fears
- Readiness for kindergarten
- Fathers in children's lives
- Positive guidance
- Language development
- The value of play

Other topics of your own choosing will also be included in your resource file.

The resources must be contained in a portfolio or binder, and professional in organization and presentation. Each resource must cite the source and briefly describe (2 or 3 sentences) how families benefit by reading the information.

Assignment #2 Weight : 10%

Due Date: _____

You will respond to a variety of scenarios typical of situations that caregivers face. These will be completed in class with varying due dates. A minimum of 5 scenarios will be completed

Assignment #3 Weight: 25%**Due Date:** _____**Newsletter**

Design and prepare a newsletter for families in a program. The newsletter must be typed and follow the layout described in class. This assignment will be completed in Practicum.

Assignment #4 Weight 25%**Due Date:** _____

Choose **one** of the following options:

1. Prepare an informative bulletin board for a child care center. The bulletin board should be organized around a central topic of interest to families. Your display should include an interactive component (Family input or a way to connect families with one another and the program) This assignment will be completed in practicum.

OR

2. Complete a documentation panel that records and documents the processes children go through in their play and the meaning it has. This assignment will be completed in practicum and will incorporate your observations, records, photos and artifacts.

This assignment will be graded on interest and relevance of the topic, layout (format, organization, aesthetics, and materials), quality of content, readability.

Attendance/Participation 10%

Submit your assignments on time. On time means at the end of class or, at the latest, 4:30 on the due date.

- Late assignments will be penalized :
 - 1) An initial 5% a week for late assignments. After two weeks the student cannot hand in his/her assignment.
 - 2) Should a student be allowed to resubmit an assignment a grade of 60 % is the highest grade the student can receive.
 - 3) If a student lets the instructor know at least one week prior to the due date that it is not possible to have the assignment in on time a contract can be made with the instructor stating when you can submit the assignment.
 - 4) Any assignment turned in and considered not to be your own work will result in the assignment being graded "0" and no opportunity to make up the assignment or missed points.

Alpha Grade	4 - point Equivalence	Descriptor	Raw Score
A+	4.0	Excellent	90-100
A	4.0	Excellent	85-89
A-	3.7	Excellent	80-84
B+	3.3	Good	76-79
B	3.0	Good	73-75
B-	2.7	Good	70-72
C+	2.3	Satisfactory	67-69
C	2.0	Satisfactory	64-66
C-	1.7	Satisfactory	60-63
D+	1.3	Poor	55-59
D	1.0	Minimal Pass	50-54
F	0.0	Fail	Less than 50

EXAMINATIONS: Exams are expected to be written on the scheduled day. If you are unable to write an exam on the scheduled day, you must notify the instructor **before** the exam or a grade of 0 may be assigned for the missed exam.

STUDENT RESPONSIBILITIES: It is the right of the student and of the instructor to experience a favorable learning/teaching environment. It is the responsibility of the student and of the instructor to engage in appropriate adult behavior that positively supports learning. This includes, but is not limited to, treating others with dignity and being punctual. The student must be familiar with the student handbook and student's rights and responsibilities found in the college calendar.

***Attendance in this course is important as a significant amount of the course content is covered through in-class tasks and discussions. Students are strongly encouraged to regularly attend classes.**

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

COURSE SCHEDULE/TENTATIVE TIMELINE: This is a tentative schedule and may be subject to change.

Date	Topic	Reading
Jan 7	Family Centered Practice and the Families We Work With	
Jan 14	Family Centered Practice and the Families We Work With	
Jan 21	Benefits and Barriers to Working With Families	Ch 2
Jan 28	Ways to Involve Families	Ch 5
Feb 4	Written Communication Strategies	Ch 8
Feb 11	Documentation	
Feb 18	Verbal Communication	Ch 6