



DEPARTMENT of Human Services

COURSE OUTLINE – WINTER 2018

CD 2090 (A3): Child, Family and Community – 3 (6.5-0-0) 45 Hours 7 Weeks

INSTRUCTOR: Valerie Ostara **PHONE:** 780-539-2041
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OFFICE HOURS: Tuesday 10:00 – 12:00 p.m. or by appointment

CALENDAR DESCRIPTION: The focus of this course is understanding families and developing an awareness of the challenges they may face. This course will examine the diversity of families, various critical issues confronting families, including their effects on children, and the role of the early childhood professional in supporting children and their families.

PREREQUISITE(S)/COREQUISITE: Completion of all first year courses or consent of the department

REQUIRED TEXT/RESOURCE MATERIALS: Wilson, Lynn (2010). *Partnerships: Families and Communities in Early Childhood*. 5th Ed. Toronto, ON: Nelson Education

There will be a number of readings assigned from the textbook or handed out during the course of the semester that are related to the topics discussed in class. In this course we will cover Chapters 1, 2, 9, 10 & 11.

DELIVERY MODE(S): Lecture in addition to interactive learning opportunities presented in class. Audio-visual materials and additional readings will supplement the textbook. Guest speakers if/when available.

COURSE OBJECTIVES: Students will be introduced to issues that families deal with and their effects on children. Students will also gain an understanding of the role the early childhood professional plays in supporting children and their families.

LEARNING OUTCOMES:

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

- Describe the changes in family forms, functions, and roles over time
- Describe the factors that influence families
- Discuss Bronfenbrenner's ecological model of development
- Outline the stages of family development
- Describe contemporary parenting roles and expectations
- Discuss the influence of media and culture on families and children
- Describe the challenges facing culturally diverse families and children
- Describe the characteristics and challenges of diverse family forms, particularly adoptive families, grandparents raising grandchildren, gay and lesbian families, and step families
- Describe the impact of poverty on families and children
- Discuss factors associated with family violence
- Describe the impact of family violence on adults and children
- Describe the factors associated with family violence
- Describe the impact of family violence on adults and children
- Describe the indicators of child abuse
- Outline the role of the early childhood professional in monitoring and reporting child abuse
- Describe the role of the early childhood professional in supporting children and their families
- Demonstrate effective strategies to meet the needs of children and their families in early childhood programs

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>)

****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**

EVALUATIONS:

There will be two assignments for this course, each worth 40%

The remaining 20% will be participation and in class assignments.

GRADING CRITERIA

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

*****In ELCC, a grade of C- or higher must be achieved to pass the course. *****

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	F	0.0	00-59
B	3.0	73-76	WF	0.0	Fail – withdrawal after the deadline
B-	2.7	70-72			

COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Topic	Reading-text	Assignments
January 4	Introduction Course outline		
January 7	Defining Family	Chapter 1: The Changing Face of Canadian Families pp 1-33 this week	
January 9	Family development Factors that influence families		
January 11	Parenting roles/ Expectations		
January 14	Child Care Choices for Families	Chapter 2: Supports to Children & Families pp 37-67 this week	
January 16	“		
January 18	“		
January 21	Diverse Families	Chapter 9: Families We May Meet Pp 323-382 this week	

January 23	“		
January 25	“		
January 28	Families, continued	Chapter 9: Families We May Meet pp 382-405 this week	Assignment #1 Due
January 30	“		
February 1	“		
February 4	Issues Facing Families	Chapter 10: Families in Transition Pp 413-465 this week	
February 6	“		
February 8	“		
February 11	Working with Families	Chapter 11: Working with Families, an International Perspective pp 471-496	
February 13	“		
February 15	Reflections		Assignment #2 Due

STUDENT RESPONSIBILITIES:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to treating others with dignity and respect. Cell phones are to be used outside of class time.

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar. Students are responsible for missed class times, including the gathering of resources handed out during class.

Grande Prairie Regional College expects “student’s conduct to be in accordance with basic rights and responsibilities” <http://www.gprc.ab.ca/programs/calendar>

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

**Note: all Academic and Administrative policies are available on the same page.