



DEPARTMENT of Human Services

COURSE OUTLINE – Winter 2016

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

INSTRUCTOR: Kimberly Living **PHONE:** 780-539-2786
OFFICE: H133 **E-MAIL:** kliving@gprc.ab.ca
OFFICE HOURS: Tuesday and Thursday 11:30-12:30, 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

DELIVERY MODE(S):

Lecture in addition to interactive learning opportunities presented in class. Audio-visual materials and additional readings will supplement the textbook.

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 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 separation and divorce on adults and children
- 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 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				

B-	2.7	70-72			
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COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Topic	Reading-text	Assignments
Jan. 7	Introduction Outline Group norms	Course outline	
Jan.8	Define Family	Chapter 1p. 1- 14	
Jan.12	Vital Statistics report Influences of Media		
Jan.14	Family development Factors that influence families	Chapter 1 p. 15-33	
Jan. 15	Parenting roles/expectations		
Jan. 19	What does our region offer?	Chapter 2	
Jan. 21			
Jan. 22	Community Coalitions	https://www.ecmap.ca/Pages/default.aspx	
Jan. 26	Families we may Meet	Chapter 9	
Jan. 28	Families we may Meet	Presentations	Assignment #1 Due
Jan. 29	Families we may meet	Presentations	
Feb. 2	Families we may Meet	Summary	
Feb. 4	Families in Transition	Chapter 10 p.413-444	
Feb. 5	Families in Transition	Chapter 10 p. 413-444	
Feb. 9	Family violence	Chapter 10 p. 444-449	
Feb. 11	Family Violence		

Feb. 12	Indicators of abuse Role of the Educator	Chapter 10 p. 449-465	
Feb 16/18/19		Reading Week – no classes	
Feb 23	Meeting the needs of families and children in Early Childhood Programs	Chapter 11	
Feb. 25	Meeting the needs of families and children in Early Childcare Programs	Chapter 11	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 Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

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