



DEPARTMENT of HUMAN SERVICES

COURSE OUTLINE – WINTER 2021

CD 2110 (A3): Working with Families – 3 (6.5-0-0) 45 Hours

INSTRUCTOR: Theresa Suderman **PHONE:** 780 – 539-2787
OFFICE: H204 **E-MAIL:** tsuderman@gprc.ab.ca
OFFICE HOURS: Make appointment please

WINTER 2021 DELIVERY:

Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca

Note: GPRC reserves the right to change the course delivery.

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.

PREREQUISITE(S)/COREQUISITE:

Successful completion of first year or consent of Department. ***This course must be successfully completed immediately prior to CD2145 Practicum IV.**

REQUIRED TEXT/RESOURCE MATERIALS:

No textbook required.

COURSE OBJECTIVES:

During this course, students will gain an understanding of how to support diverse families in an early childhood setting. They will learn how to incorporate a family centered approach when working with families in early childhood. Students will also learn strategies to work collaboratively with families to care for their children.

LEARNING OUTCOMES:

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

1. Describe the evolution of the family in Canadian society.
2. Articulate the various influences/stressors Canadian parents and children face.

3. Discuss how families are impacted by social, cultural and economic challenges.
4. Describe ways early childhood educators can provide responsive care and supportive learning environments for children and their families living in various family structures.
5. Describe the role of early childhood practitioners in creating and maintaining family centered programs and practices.
6. Discuss the benefits of and barriers to effective partnerships with families.
7. Implement a range of strategies that support effective partnerships with families.
8. Identify the sources of family-caregiver conflict and outline strategies for resolving conflict.

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**

“Flight: Alberta’s Early Learning and Care Framework”, is a leading curriculum for the early learning and child care profession. Each course in GPRC’s Early Learning and Child Care program will encompass at least one of the areas from the framework such as: the vision, values, purpose and guiding principles of the framework, the curriculum core concepts from the framework: (The Image of the Child: A Mighty Learner and Citizen, A Practice of Relationships: Your Role as an Early Learning and Child Care Educator which includes curriculum meaning making as co-learners, co-researchers and co-imaginer of possibilities, Mighty Learners: Nurturing Children’s Dispositions to Learn, Co-inquiry, Responsive Environments: Time, Space, Materials and Participation, Transitions and Continuities: Supporting Children and Families through Change), discussion of Holistic Play-Based Goals for Children’s Responsive Care, Play, Learning and Development and Children’s Dispositions to Learn, Reflection and Planning Guides as well as Curriculum Learning Stories.

The concepts will be covered in a variety of different ways depending on the course and may include discussion, readings, and assignments.

EVALUATIONS:

1. Assignment #1 – 25% Family Study
2. Assignment #2 – 25% Bulletin Board/Learning Story
3. Assignment #3 – 25% Newsletter
4. Assignment #4 – 25% Memory Book

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

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.**

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		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

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.

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.