



CAMOSUN COLLEGE
Health & Human Services
Community, Family & Child Studies

ELC 170
Collaborating with Family and Community
Winter 2015

COURSE OUTLINE

Course Description

This course will provide an introduction to understanding the changing roles of families in our current society. Students study developmental tasks of families, historical and emerging themes with an emphasis on supporting families and establishing respectful, reciprocal partnerships. Families are viewed within a strengths-based perspective and special emphasis is placed on the knowledge, skills, beliefs and values required to work in partnership with diverse families.

⚡ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

(a) Instructor	Toni Hoyland	
(b) Office hours	Tuesdays and Thursdays, 11:30-12:30 or by appointment	
(c) Location	WT 220	
(d) Phone	250-370-3237	Alternative: Provided as needed
(e) E-mail	hoylandt@camosun.bc.ca	

2. Intended Learning Outcomes

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

1. Demonstrate knowledge of diverse families, changing roles and developmental transitions and how this diversity impacts our developing partnerships
 - Define families in today’s society and resources and programming approaches within early learning programs and community that would empower and support them
 - Reflect on individual understanding of families based on experience and the necessity to examine awareness, understanding and appreciation of the children and families within our programs
 - Identify the typical transitions within families, highlighting the role of the early childhood educator in supporting families through transitions
2. Demonstrate strengths-based, empathetic and collaborative responses to the issues commonly facing modern families
 - Identify the role caregivers play in helping families and children develop strategies for resilience
 - Identify the role caregivers play in developing programs that meet the needs of children and families experiencing issues and challenges
 - Demonstrate knowledge of resources within community that families experiencing issues may require

3. Demonstrate an understanding of strategies for establishing, building and maintaining effective partnerships with families
 - Demonstrate understanding of the important role that families play
 - Identify and evaluate strategies for involving families in the centre
 - Identify effective communication practices when interacting with families
 - Describe possible barriers to effective partnerships and strategies to problem solve these barriers
 - Identify and describe ways to access family support resources

3. Required Materials

- a) Shimoni, Rena and Baxter, Joanne (2014). *Working with Families*. Toronto: Pearson
- b) ELC 170 Course Package

4. Course Content and Schedule

A detailed explanation of assignments, their due dates and percentage values will be handed out and discussed in class. Students are responsible for maintaining a hard or electronic copy of all submitted work.

5. Basis of Student Assessment (Weighting)

ASSIGNMENTS	Value
1. Family Interview	30%
2. Family Connections and resource development	25%
3. Research and presentation on family stressors and Related community resources	30%
4. Participation	15%

Evaluation of participation includes:

- Pre-class preparation, including reading assignment materials
- Arriving at class on time, and consistent attendance
- Constructive and appropriate comments in class
- Participation in in-class assignments and exercises
- Active and appropriate participation in class discussions and group work
- Active and respectful listening
- Respectful and considerate behavior toward others

LATE POLICY

All assignments are to be submitted by 5:30pm on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment at least 24 hours **BEFORE** the due date. **Marks will be deducted for assignments/project if prior arrangements have not been made with the instructor. Late assignments will be deducted 3% a day beginning after 5:30pm on the day that the assignment is due.**

ATTENDANCE

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes. There will be a make-up assignment for students that miss class on the days of group presentations.

GENERAL CONSIDERATIONS

- a) Please arrive on time and ready to participate in activities and discussions. The instructor will begin on time. Students are required to contact the instructor in advance if they are unable to attend classes.
- b) In consideration of others and the learning environment, please turn phones to silent and save calls and checking phone/texts/emails for during breaks.
- c) All assignments must be submitted as a hard copy or in some situations, a word file via D2L. File name should include your name for easy reference. Written assignment must be typed and double spaced and follow APA guidelines. Pay particular attention to page numbering and header, line spacing, font and font size, the citation of source material, and cover page format. Spelling, grammar and presentation of the material will be taken into consideration when assignments are graded. If you have any questions about APA format, the Writing Centre is an excellent resource.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.

CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.
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7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>

*The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website:
<http://camosun.ca/learn/becoming/policies.html>*