



## Columbia College

### Family Systems, Dynamics and Support (HSPD245)

#### Lecture 1

#### Course Outline

Semester Dates: June 26, 2017 - July 29, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Susan Mercer-Thornhill *MSW, RSW*

Email: [susant@columbia.ab.ca](mailto:susant@columbia.ab.ca)

Class Time: 8:30 AM - 5:00 PM (Sat.)

Room: 805-120

Credit: 3

Prerequisite: HSPD107

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Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

#### Course Description:

In this course, the student will gain a better understanding of family relationships, the roles within the family, and the dynamics between these relationships as family members move through time. An overview of the major conceptual frameworks used to understand the patterns and dynamics that operate in families will also be discussed. Subject matter includes models of family functioning, family developmental stages, the stages of family evolution and stressors that families may face.

#### Learning Outcomes:

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

- Define the concept of family and understand the central assumptions and core concepts that are basic to knowing families as a system.
- Explain how families implement certain strategies in order to navigate primary tasks.
- Explain how internal and external stressors impact family function and structure.
- Compare and contrast each of the three theoretical models used in Family Systems study.
- Evaluate each of the developmental stages of individual family members that impact the family in such areas as mate selection, marriage, communication and intimacy, conflict, parenting and family in later life.
- Assess the factors that influence a family's patterns of interaction over time (e.g., death and loss, divorce, single parenthood, remarriage, step-parenting and same-sex households).

#### Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

### **Required Textbooks and Equipment:**

Ward, M, & Belanger, M. (2015). *The family dynamic: Canadian perspectives (6<sup>th</sup> ed)*. Toronto, ON: Nelson Education Ltd.

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & sources – An apa documentation guide (4th ed.)*. Toronto, ON: Nelson Education Ltd.

### **Recommended Readings and Resources:**

*Students may access these sources from the College and from home.*

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>  
Username: cc-library  
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>  
Password: cclibrary09

#### *Further Recommended Readings and Resources:*

Students may access the Book Companion Website which contains online study and research tools, including tutorial quizzes, Internet exercises, flashcards, and web links. Go to <http://www.humandevlopment2e.nelson.com>.

Included with your text is a Free 4 months subscription to InforTrac which contains articles, journals, daily newspapers, help with research papers, etc.

### **Homework Assignment Due for the First Class:**

- Read Chapters 1, 2, 3 & 4 (for class sessions 1 & 2—as outlined on page 6) in your text: *The family dynamic: Canadian perspectives*
- Read this syllabus and prepare to discuss in class.
- Bring 3 questions that you would find beneficial to discuss in class.
- Prepare for a quiz on the assigned readings (Chapters 1 & 2 in your text).

## Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Tests	Class 1 - 8	20%
Daily Summary Activity	Class 1 - 8	10%
Assignment 1	Class 8	20%
Presentation	Class, 8 or 9	20%
Final Exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

## Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

### Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

*Please note that to pass this course you must earn at least a "D" (a minimal pass).*

## Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

### **Requesting an Examination Deferral:**

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

### **Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

### **Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

### **Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P079)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

## Important Dates:

<b>Description</b>	<b>Date</b>
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as, online at <a href="http://www.columbia.ab.ca/exams">www.columbia.ab.ca/exams</a> . <u>It is the student's responsibility to check this exam posting.</u>

## Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

## Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ab.ca](mailto:accessibilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188) and Student Guide to Accessibility Services (SSCM-001)*.

## Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

## Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> <li>• What Is a Family?</li> <li>• History, Culture, and Canadian Families</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Chapter 2</li> </ul>
2	<ul style="list-style-type: none"> <li>• Getting Together</li> <li>• Wedding Bells? or Not</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Chapter 4</li> </ul>
3	<ul style="list-style-type: none"> <li>• Children? Yes or No?</li> <li>• Bringing Up Baby</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Chapter 6</li> </ul>
4	<ul style="list-style-type: none"> <li>• The Middle Years of the Family and the Not-So-Empty Nest</li> <li>• Grey Power and the Sunset Years</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Chapter 8</li> </ul>
5	<ul style="list-style-type: none"> <li>• The Lone-Parent Family? The Future Majority?</li> <li>• Coming Apart? The Divorce Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Chapter 10</li> </ul>
6	<ul style="list-style-type: none"> <li>• The Second Time Around</li> <li>• The Family and the World of Work</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 11</li> <li>• Chapter 12</li> </ul>
7	<ul style="list-style-type: none"> <li>• The Family Beleaguered? When Problems Come</li> <li>• Home Dangerous Home? Violence in the Family</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• Chapter 14</li> </ul>
8	<ul style="list-style-type: none"> <li>• Poverty and the Family</li> <li>• The Crystal Ball? Predicting the Future of the Family</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 15</li> <li>• Chapter 16</li> <li>• <b>Assignment 1 Due</b></li> <li>• <b>Presentations begin</b></li> </ul>
9	<ul style="list-style-type: none"> <li>• Review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presentations Conclude</b></li> </ul>
10	<ul style="list-style-type: none"> <li>• <b>Final Exam – 3 hrs.</b></li> </ul>	

## **Appendix 1 Assignment Outlines**

### **Tests**

**Due Date: Each class from classes 1 through 8**

**Weight: 20% (2.5% per test)**

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

### **Daily Summary Activity**

**Due Date: End of each class from class 1 through 8.**

**Weight: 10% (1.25% per summary assignment)**

Students will be expected to do a reflective response that is centred on what was discussed and learned during the class. This will be done during the last 30 minutes of the class. If you are absent, you will receive a "zero".

### **Reflective Writing Paper on a Genogram**

**Due Date: Class 8**

**Weight: 20%**

**Rubric Provided - Reflective Writing Rubric**

Draw a genogram of your family or a fictional family. Please include all relevant factors that have impacted this family's wellbeing, for example, being raised by a lone parent, death, abuse poverty, or alcoholism, etc. Please ask for help from your facilitator regarding this assignment, as needed. In addition, write a reflective paper (minimum of 800 words) by answering these themes: Describe the family in this genogram; what are the major issues in this family; what solutions or ways to improve the wellbeing of this family, and what have you learned from doing this assignment. Although research work is not required for this assignment, you must use APA standards when you reference or cite other sources.

### **Presentation**

**Due date: Class 8 or 9**

**Weight: 20%**

**Evaluation: Rubric provided**

Each student will make a 10- to 15-minute PowerPoint presentation on his or her Reflective Writing Paper. What you learned about this exercise and the family you presented; were there aha moments or surprises? Be prepared to respond to questions from class members. Students will be evaluated according to the attached rubric.

### **Final Exam**

**Due Date: Class 10**

**Weight: 30%**

This is will a Final Reflection paper that allows you to pull together the knowledge learned throughout the course and demonstrate your level of self-awareness and understanding of issues discussed and studied in this course.

**Appendix 2  
Assignment Rubrics**

**Columbia College  
Reflective Writing Rubric  
Last Revised: March 2014**

<b>Student's Name</b>	<b>Course Code</b>	<b>Date</b>	<b>Facilitator/Evaluator's Name</b>		
<b>Skills</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Depth of Reflection</b>	<ul style="list-style-type: none"> <li>Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection reveals insight into the subject matter. Often there are thoughtful statements.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident.</li> </ul>	<ul style="list-style-type: none"> <li>.Reflection is limited. The writer produces some basic understanding of the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Little to no reflection is present.</li> </ul>
<b>Use of Examples / Evidence</b>	<ul style="list-style-type: none"> <li>Uses specific and convincing examples to support reflective statements.</li> </ul>	<ul style="list-style-type: none"> <li>Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response.</li> </ul>	<ul style="list-style-type: none"> <li>Uses some examples to support understanding of the subject matter and reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process.</li> </ul>	<ul style="list-style-type: none"> <li>Uses little to no examples.</li> </ul>
<b>Cohesiveness of Response</b>	<ul style="list-style-type: none"> <li>This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order.</li> </ul>	<ul style="list-style-type: none"> <li>This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner.</li> </ul>	<ul style="list-style-type: none"> <li>This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order.</li> </ul>	<ul style="list-style-type: none"> <li>This response is confusing and ideas do not tie together.</li> </ul>



Skills	5	4	3	2	1
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Demonstrates control of the writing conventions with essentially no errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates control of the writing conventions with occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.</li> </ul>

**Total out of 20:**

**Comments:**

**Columbia College**  
**Oral Presentation Rubric**  
 Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
<b>Area</b>	<b>A (85% - 100%) 10.0 – 7.0</b>	<b>B - C- (55% - 84%) 6.9 – 5.5</b>	<b>D (50% - 54%) 5.4 - 5.0</b>	<b>F (0 - 49%) 4.9 - 0</b>	<b>Score</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Creates introduction that is unique, clearly focused and engages the audience.</li> <li>Organizes content logically, making entire presentation easy to follow.</li> <li>Builds main points through carefully selected and original examples/ references.</li> <li>Has effective transition between sections.</li> <li>Summarizes all key points and stimulates thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Creates introduction that is original, clearly focused and gets the attention of the audience.</li> <li>Organizes content logically, making most of the presentation easy to follow.</li> <li>Builds main points through carefully selected examples/ references.</li> <li>Has a transition between most sections.</li> <li>Summarizes most key points and stimulates some thought at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an introduction that tends to be unfocused.</li> <li>Doesn't engage the audience's interest.</li> <li>Content appears disorganized, without logic and consistency.</li> <li>Builds a few main points with details, but most ideas are unsupported.</li> <li>Few to no transitions are evident.</li> <li>Little to no summarizing evident. Ending does not stimulate much thought.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation shows little to no logical organization.</li> <li>Content is difficult to follow.</li> <li>Not a thoughtful presentation.</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>Provides evidence of supporting research to back all main points.</li> <li>Gives a complete explanation of all key points.</li> <li>Uses relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence of supporting research. To back most points.</li> <li>Gives an explanation of most key points.</li> <li>Uses some relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence that not enough research has been done to support the content.</li> <li>Gives an incomplete explanation of key points.</li> <li>Uses a few relevant examples/ references.</li> </ul>	<ul style="list-style-type: none"> <li>Indicates little to no research.</li> <li>Gives a limited explanation of a few points.</li> <li>Uses little to no examples/ references.</li> </ul>	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
<b>Delivery Style: Nonverbal Effectiveness</b>	<ul style="list-style-type: none"> <li>• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression.</li> <li>• Uses continual eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression.</li> <li>• Uses fairly consistent eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation.</li> <li>• Uses eye contact inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression.</li> <li>• Uses poor to no eye contact.</li> </ul>	
<b>Delivery Style: Verbal Effectiveness</b>	<ul style="list-style-type: none"> <li>• Conveys passionate interest for the topic.</li> <li>• Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume.</li> <li>• Uses few unnecessary pauses “ums”.</li> <li>• Makes no obvious grammatical errors.</li> <li>• Uses cue cards or other supports effectively and does not read the presentation.</li> <li>• Uses rich, precise, and varied vocabulary.</li> <li>• Well-rehearsed and prepared.</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys enthusiasm for the topic.</li> <li>• Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume.</li> <li>• Uses few unnecessary pauses “ums”.</li> <li>• Makes few grammatical errors.</li> <li>• Most of the time uses cue cards or other supports appropriately, without reading the presentation.</li> <li>• Uses well-chosen and varied vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates minimal enthusiasm for the topic.</li> <li>• Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech.</li> <li>• Uses too many unnecessary pauses (“ums”), distracting from the presentation.</li> <li>• Makes some grammatical errors.</li> <li>• Tends to not use cue cards effectively and mostly relies on reading the presentation.</li> <li>• Uses ineffective vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation.</li> <li>• Volume and rate of speech are often inappropriate, making comprehension difficult.</li> <li>• Uses too many unnecessary pauses “ums”, making comprehension difficult.</li> <li>• Makes frequent grammatical errors.</li> <li>• Reads presentation.</li> <li>• Uses inappropriate or simplistic vocabulary.</li> </ul>	

**Total Score out of 40:**

**Facilitator/Evaluator’s Comments:**