Columbia College
Family Systems, Dynamics and Support (HSPD245)
Lecture 1
Course Outline

Semester Dates: June 26, 2023 to July 29, 2023

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: Tiara Fernando	Email: tiara.fernando@columbia.ca
Class Time: Tuesdays 5:30PM to 9:30PM and Saturdays 8:30AM to 12:30PM	Access: Moodle Learning Platform and Microsoft Teams Site
Credit: 3	Prerequisite: None

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 40-hour remote course uses a variety of online teaching/learning methods including discussion, personal reflection, 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 online classroom provides you with a space where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in online class discussions and take responsibility for your own learning while being 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 the online 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 online 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 (7th ed).* Toronto, ON: Nelson Education Ltd.

Recommended Readings and Resources:

Academic sources like Google Scholar.

Further Recommended Readings and Resources:

Homework Assignment Due for the First Class:

- Read Chapter 1 of your text*: The family dynamic: Canadian perspectives*

- Read this course outline and prepare to discuss in class.

- Pose/Post three questions that you would find beneficial to discuss in class.

- Prepare for a test on the assigned readings (Chapter 1 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
Daily Tests	Class 1 - 10	20%
Asynchronous Activities	Classes 2, 4, 6 & 8	15%
Assignment 1 – Reflective Journals	Classes 1, 3, 5	25%
Assignment 2 – Moodle Forums	Classes 2 & 7	10%
Final Project – Critical Response	Class 10	30%

Please note that all homework and assignments are due at 11:59PM on due date unless otherwise noted.

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 B- (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 Chair. Please contact facilitator and Department Chair prior to due date.

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. 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.

NOTE: Attendance is collected on the basis of completion of Daily Tests and assigned homework.

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:

Description	Date
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

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.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 your assigned Columbia College email. It is your responsibility to check your email 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	• Introductions • Outline overview • What Is a Family? • History, Culture, and Canadian Families	• Chapter 1 • Chapter 2 • **Reflective Journal #1 Due**
2	• Getting Together	• Chapter 3 • **Asynchronous Activity #1**
3	• Wedding Bells?... or Not • Children? Yes or No?	• Chapter 4 • Chapter 5 • **Reflective Journal #2 Due**
4	• Bringing Up Baby	• Chapter 6 • **Asynchronous Activity #2**
5	• The Middle Years of the Family and the Not-So-Empty Nest • Grey Power and the Sunset Years	• Chapter 7 • Chapter 8 • **Reflective Journal #1 Due**
6	• The Lone-Parent Family? The Future Majority?	• Chapter 9 • **Asynchronous Activity # 3**
7	• Coming Apart? The Divorce Experience • The Second Time Around	• Chapter 10 • Chapter 11
8	• The Family and the World of Work • The Family Beleaguered? When Problems Come	• Chapter 12 • Chapter 13 • **Asynchronous Activity # 4**
9	• Home Dangerous Home? Violence in the Family • Poverty and the Family	• Chapter 14 • Chapter 15
10	• The Crystal Ball? Predicting the Future of the Family	• Chapter 16 • **Final Project due**

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Appendix 1
Assignment Outlines

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Please note: Students must complete all assignments, tests, and final projects in order to pass this course

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Daily Tests
Due Date: Each class from classes 1 through 10.
Weight: 20%

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.

- All tests are available the HSPD245 Moodle page from 8:30 AM on the day of the class to 11:59 PM the following day.
- There will be a 30-minute time limit (unless otherwise stated).
- There is one attempt per test

Reflective Journals
Due Date: Post-Classes 1, 3 & 5
Weight: 25%

At the end of every class the students will be given a topic to reflect on, based on what they have learned during class. Reflective Journal entries are to be submitted to the HSPD245 Team before the next class.

All journals must be submitted to the appropriate Microsoft Teams Assignment page. **Note**: it is the student's responsibility to ensure it has been submitted.

Students will be assessed based on: **Reflective Journaling Rubric**

Asynchronous Activities
Due Date: 2, 4, 6 & 8
Weight: 15%

Asynchronous activities are those that take place outside of the live lecture/class time. They are intended to build upon critical thinking skills based on material connect to or assigned for that day. Activities are assigned at the conclusion of a live lecture with explicit directions and completion dates. Facilitator support is available should there be any queries.

Asynchronous activities may include but are not limited to:
- Completion of Worksheet/problems- independent and/or collaborative
- Case study review and assessment
- Video responses
- Microsoft Forms
- Microsoft Padlet

Discussion Forums
Due Date: Classes: 2 & 7
Weight: 15%

Each student will be required to participate in online discussion forum questions throughout the course. These discussion forums questions will be accessed from the Course Moodle website. The facilitator will post questions relating to the next class topic for discussion. Each student will be required to respond to at least one (1) post related to the topic **_or_** post a new topic for each discussion forum. Students will be assessed based on the **Discussion Forum Rubric   Length:** Responses must be at least **200 words** to receive a grade.

How to avoid plagiarism

The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA style outlined in your ENGL110-1 Textbook.

Final Project: Critical Writing Response
Due Date: Class 10
Weight: 30%:

Genogram
Step 1:

Draw a genogram of your family or a fictional family. Please include all relevant factors that have impacted this family's well-being, 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.

Step 2:

Write a critical response paper by addressing these themes and incorporating learned material from the course and select readings:

- Describe the family in this genogram:
  o What are the major issues in this family?
  o What solutions or ways to improve the wellbeing of this family?
  o What have you learned from doing this assignment?
  o What can others learn from completing their own genogram?

Writing Assignment Expectations:

- **Objective:** The objective of these writing assignments is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman or acceptable font is preferred. Each assignment should have a minimum length of 700 words but is not to exceed 1000 words.
- All Final Projects must be submitted to the appropriate Microsoft Teams Assignment page. **Note**: it is the student's responsibility to ensure it has been submitted.
- You will be evaluated according to the attached **Critical Writing Response Rubric**

How to avoid plagiarism

The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA style outlined in your ENGL110-1 Textbook.

Columbia College
Critical Writing Response Marking Rubric
Revised Jan. 2018

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
	A	**B**	**C-D**	**F**	**Score**
	10-9	8-7	6-5	4-0	
Quality of Response Content/Ideas	• Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings.	• Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings.	• Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability.	• Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion.	
Analysis	• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills.	• Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills.	• Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills.	• Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills.	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Style Expression of Ideas	• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice.	• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice.	• Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice.	• Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice.	
Organization and Structure	• Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions.	• Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions	• Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions.	• Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition.	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	• Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment.	• A few minor errors in usage, grammar, or mechanics. • Generally, writer uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment.	• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment.	• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment.	

Plagiarism: A "0" grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator's Comments:

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	

Area	3	2	1	0	Score
Critical Thinking	• Rich in content, thoughtful, reflective, insightful; shows careful analysis	• Substantial information, thoughtful, insightful; analysis has taken place.	• Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking.	• Basic information, no analysis or insight demonstrated.	
Connections	• Clear connections made to previous or current information; creates relevancy in the discussion.	• Some connections are made to previous or current information; generally, needs more depth and/or detail.	• Limited connections, vague generalities.	• No connections made to previous or current information.	
Uniqueness	• New ideas are presented with good depth and detail.	• Some new ideas are presented. Depth and details are satisfactory.	• Few, if any, new ideas are presented. Depth and details are lacking.	• No new ideas presented. No depth or details.	
Timeliness	• All required postings are on time for others to read and respond.	• Most postings are on time for others to read and respond.	• Postings are rarely on time or last minute without allowing for response time.	• Some, or all, required postings are missing.	
Stylistics	• No grammatical or stylistic errors.	• Several grammatical or stylistic errors.	• Obvious grammatical or stylistic errors; errors interfere with content.	• Obvious grammatical or stylistic errors. Makes understanding impossible.	

Total Score out of 15:

Facilitator/Evaluator's Comments:

Columbia College
Reflective Journaling Rubric
Last Revised: July 2017

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter. • Shows depth of critical thinking. • Uses specific and convincing examples to support reflective statements.	• Reflection reveals insight into the subject matter. • Often there are thoughtful statements. • Uses well-chosen examples to support reflective statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. • At times, some reflective statements are evident. • Uses some examples to support ideas on the subject matter and reflections.	• Reflection is limited. • The writer produces some basic understanding of the subject matter. • Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process	• Little to no reflection is present. • Uses few to no examples.	

	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	• Demonstrates control of the writing conventions with few errors.		• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.		• Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult.	

Total Score out of 10: