

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGEWIDE COURSE SYLLABUS

CAMPUS: Terry Campus

DEPARTMENT: Human Services

COURSE: HMS 211 Marriage and the Family

INSTRUCTOR NAME: Wm. Kevin Hoffecker, LCSW
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PREREQUISITES: Test Score or RDG 120; Test Score or ENG 121 or ENG 125; and PSY 121; and SOC 111

COURSE HOURS and CREDITS: 3 class hours:0 lab hours:3 credit hours

COURSE DESCRIPTION: This course provides an analysis of marriage and family as social institutions. Historical and contemporary perspectives are examined with respect to changing family dynamics; future expectations are considered with attention to the complex relationships of our current society.

TEXT: Knox and Schacht, Choices in Relationships: An Introduction to Marriage and the Family, 10th edition, Wadsworth Cengage.

METHOD of INSTRUCTION: Campus classroom

CORE CURRICULUM COMPETENCIES

CORE CURRICULUM COMPETENCIES (CCC)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework.

HUMAN SERVICES TECHNOLOGY PROGRAM GRADUATE COMPETENCIES (PGC) 2-2004

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Human Services agencies.
2. Interact ethically and professionally within the Human Services field.
3. Apply information to identify client's strengths, weaknesses, and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Human Services principles and practices.
5. Establish effective working relationships within the Human Services arena.
6. Apply basic management and leadership skills in Human Services environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Human Services outcomes and make adjustments accordingly.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Describe the research methods used in studying marriage and the family. (CCC 1, 2, 9).
2. Compare the major theoretical approaches of marriage and family. (CCC 1, 2, 8, 9).
3. Describe what is meant by the changing definition of family and the implications of these

- changes. (CCC 1, 2, 8).
4. Discuss family structure, family as a social institution and marriage relationships. (CCC 1, 2, 8)
 5. Relate family theory, concepts, principles and process to everyday life. (CCC 1, 2, 3, 8)
 6. Describe the impact of marriage relationships on both the individual and society. (CCC 1, 2, 8)
 7. Analyze the effects of marital relationships from a historical perspective and the changes that have influenced family development. (CCC 1, 2, 8)
 8. Analyze personal reactions to marriage and family, diversity, changing family structures and the subsequent principles and processes examined in this course. (CCC 1, 2, 3, 8)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Describe the research methods used in studying marriage and the family.
 - 1.1 List the types of research methods used by marriage and family researchers.*
 - 1.2 Identify the main elements of each method.*
 - 1.3 Select which method would be appropriate in a sample situation.*
 - 1.4 Recognize relevant research terminology.*
2. Compare the major theoretical approaches of marriage and family.
 - 2.1 List the theoretical approaches.*
 - 2.2 Associate each approach with it's founder.*
 - 2.3 Identify the major tenets of each approach.*
 - 2.4 Describe how example situations might be explained by each theory.*
3. Describe what is meant by the changing definition of family and the implications of these changes.
 - 3.1 Describe how the family dynamic changed with time.*
 - 3.2 Give examples of changing family structures and functions.*
 - 3.3 Explain the implications of those changes to current families.*
4. Discuss family structure, family as a social institution and marriage relationships.
 - 4.1 Briefly explain the impact of gender, class, race and ethnicity on the family.*
 - 4.2 Give examples of the influence of each of the above in today's family.*
 - 4.3 Discuss the effects of diversity on family structure and marriage choices.*
5. Relate family theory, concepts, principles and process to everyday life.

- 5.1 *List relevant concepts and principles applicable to the student's understanding of everyday life.*
 - 5.2 *Describe how these concepts and principles are applicable to everyday life.*
 - 5.3 *Analyze example situations from the current media and explain how concepts and principles of marriage and family are applicable to understanding these events.*
6. Describe the impact of marriage relationships on both the individual and society.
- 6.1 *Identify the issues involved with deciding to become a parent as well as the societal implications.*
 - 6.2 *Identify the challenges present in balancing work and family.*
 - 6.3 *Recognize the generational issues that have been impacted by changes in family structure.*
7. Analyze the effects of marital relationships from a historical perspective and the changes that have influenced family development. Become familiar with issues of conflict, disruption and re-constitution of marriage and family.
- 7.1 *Recognize the impact of issues such as domestic violence and divorce.*
 - 7.2 *Understand the diverse definition of family that exists today as well as dynamics resulting from remarriage, step-siblings, and blended families.*
8. Analyze personal reactions to marriage and family, diversity, changing family structures and the subsequent principles and processes examined in this course.
- 8.1 *List relevant concepts and principles applicable to the student's understanding of everyday life.*
 - 8.2 *Describe how these concepts and principles are applicable to everyday life.*
 - 8.3 *Analyze example situations from the current media and explain how the concepts and principles are applicable to understanding these events.*
 - 8.4 *Describe personal reactions to the concepts, principles and processes examined in this course.*

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final course grade will be derived from:

Examinations: 60%

There will be three examinations in the course that will average to 60% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams and complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Participation: 15%

You will be expected to complete homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to text-based activities, instructor provided handouts, quizzes, small group work, and web-based activities. No missed in-class activities may be made up due to the nature of the activity.

Concepts Paper: 10%

As directed in more detail per your instructor, choose concepts and principals in your text for additional research. Compare and contrast your text, other professional resources, and your own life experience regarding the concepts chosen. The paper will be 4-6 pages long, not including the cover and reference page.

Genogram 5%

Complete a genogram of your family covering three generations. You will show how family members are physically related to one another and the significant emotional relationships within and between generations. Note that there are symbols to show various issues, including abuse. You will also write words in or use symbols (include a legend/key) to identify any significant health, mental health, substance abuse, or legal issues with individuals *such as* cancer, diabetes, depression, schizophrenia, alcoholism, drug use, incarceration, etc. You may choose to indicate if it is current or only in the past. The specifics of how your genogram should be drawn will be provided by your instructor.

Family Systems Paper: 10%

You will complete a narrative paper looking at your family from a Family Systems perspective. Identify and explain how you see key Family Systems concepts present **in and between** your current household (this may be your family of origin if you are living with your parents), your

family of origin (the family you were born to or raised in), your grandparents, and possibly your great grandparents. Be sure to consider all three generations presented on your genogram. The key concepts to use are those discussed in class including but not limited to circular causality, subsystems, roles, invisible rules, enmeshment, boundaries, triangulation, differentiation of self, and generational patterns. Your paper should be 4-6 pages long, double spaced, 1" margins, #12 size font. Your instructor may provide additional details.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.