

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Terry

DEPARTMENT: Human Services

COURSE: HMS 228 Family Development and Service Systems

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: PSY 125 or PSY 126

CO-REQUISITES: None

COURSE HOURS and CREDITS:3:0:3

COURSE DESCRIPTION:

This course overviews family development stages and dynamics while exploring nontraditional structures, diversity, and contemporary issues. It will focus on the social service systems designed to assist families through crises.

TEXT: Strong, B., DeVault, C., Sayad. The Marriage and Family Experience. California: Wadsworth Publishing Co.

MATERIALS: None

METHOD of INSTRUCTION: Campus Classroom

MANUALS: None

DISCLAIMER: None

**CORE CURRICULUM AND TECHNOLOGY PROGRAM COMPETENCIES
01/06/00**

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. Identify and evaluate useful and pertinent information sources and systems and how they are structured.
6. Use computer technology appropriate to the field.
7. Perform mathematical operations appropriate to the technology.
8. Identify and explain behavioral and social factors that shape human interaction.
9. Apply scientific principles in the technology area.

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.

**EARLY CHILDHOOD EDUCATION TECHNOLOGY PROGRAM GRADUATE
COMPETENCIES (PGC)**

The graduate will be able to:

1. Demonstrate the skills needed in the field of Early Childhood Education.
2. Employ communication skills necessary within the Early Childhood environment and network.
3. Apply Early Childhood Education theories in job responsibilities.
4. Practice ethical and professional conduct required in the Early Childhood Education environment.
5. Utilize effective teambuilding strategies in the Early Childhood Education arena.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Discuss the various types of family units to be found in contemporary society and trace their historical origins. (PGC ECE 2, and CCC 1, 2, 5,)
2. Identify the stages of development that a family may experience. (PGC ECE 1, and CCC 1, 2, 5)
3. State societal and cultural changes, which may impact the contemporary family. (PGC ECE 1, 2, and CCC 1, 2, 5, 8)
4. Explain the dynamics one may expect to find in both functional and dysfunctional families. (PGC ECE 1, 2, and CCC 1, 2, 5, 8)
5. Describe methods of effective interpersonal strategies to use when interacting with families. (PGC ECE 2, 5, and CCC 1, 2, 5, 8)
6. Explain methods of resolving family dysfunctions, crises, social problems, and special needs. (PGC: ECE 2, 4, and CCC 1, 2, 5, 8)
7. Compile a manual of locally available resources available to assist families and help meet their needs. (PGC: ECE 4, 5, and CCC 1, 2, 5, 8)
8. Describe the process for referring families for services, including ethical, professional, and legal considerations. (PGC: ECE 5, 6, and CCC 1, 2, 5, 8)
9. Explain the effect of multiculturalism and diversity on family structures and processes. (PGC: ECE 2, 6, and CCC 1, 2, 3, 5, 8)
10. Relate the effect of family dynamics to the needs of the child and the specific skills required of early childhood educators. (PGC: ECE 1, 2, and CCC 1, 2, 8)
11. Examine how ones own family of origin experiences may influence attitudes maintained toward children and their families. (PGC: ECE 2, 5, and CCC 1, 2, 4, 8)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Discuss the various types of family units to be found in contemporary society and trace their historical origins.
 - 1.1 *Recognize various types of contemporary family units.*
 - 1.2 *Identify and trace the development of "family" throughout U.S. history.*
2. Identify the stages of development that family may experience.
 - 2.1 *Recognize the stages of development that a family may experience.*
3. State societal and cultural changes that may impact the contemporary family.
 - 3.1 *Identify and/or discuss the significance of gender identity and sexual role development within a family unit and the impact of changing gender and sexual roles upon the family.*
 - 3.2 *Identify and/or discuss the significance of economic needs and means of support for families, including single and two career families, single headed families, unemployed, and underemployed families.*
 - 3.3 *Identify and/or discuss the impact of divorce, death, abandonment, and loss of parent involvement on the members of the family unit.*
 - 3.4 *Identify and/or discuss the significance of married parenting, unmarried parenting, and step parenting upon family members of the primary and secondary family units.*
4. Explain the dynamics one may expect to find in both functional and dysfunctional families.
 - 4.1 *Identify and/or list the characteristic components of "family dynamics" which will serve as a basis for explaining the dynamics found in both functional and dysfunctional families.*
 - 4.2 *Identify the effects of family dynamics components that comprise a functional family.*
 - 4.3 *Identify the effects of family dynamics components that comprise a dysfunctional family.*
5. Describe methods of effective interpersonal strategies to use when interacting with families.
 - 5.1 *List and/or explain various methods of effective interpersonal communication.*
 - 5.2 *Explain the nature and purpose for interacting with families.*
 - 5.3 *Select and explain the methods of effective interpersonal strategies to use when interacting with families for various purposes.*

6. Explain methods of resolving family dysfunctions, crises, social problems, and special needs.
 - 6.1 *Identify, explain, and demonstrate methods to use for working with families to bring about resolution of family dysfunctions, crises, social problems, and special needs.*
7. Compile a manual of locally available resources available to assist families and help meet their needs.
 - 7.1 *Prepare a referral/resource manual of locally available services to assist families.*
8. Describe the process for referring families for services, including ethical, professional, and legal considerations.
 - 8.1 *Identify, explain, and demonstrate the steps of an assessment and referral process for determining how best to serve the needs of families.*
9. Explain the effect of multiculturalism and diversity on family structures and processes.
 - 9.1 *Recognize the significance of multiculturalism and diversity of American society on contemporary family life and dynamics.*
10. Relate the effect of family dynamics to the needs of the child and the specific skills required of early childhood educators.
 - 10.1 *Recognize potential at-risk indicators that may lead to identifying special needs children.*
 - 10.2 *Identify and distinguish between various types of special needs and at-risk children.*
 - 10.3 *Identify and demonstrate specific skills needed to interact effectively with families of special needs/at-risk children.*
11. Examine how one's own family of origin experiences may influence attitudes maintained toward children and their families.
 - 11.1 *Identify significant attitudes maintained toward children and their families.*
 - 11.2 *Identify significant influences from one's own family of origin experiences.*
 - 11.3 *Discuss the impact of one's own family or origin experiences on one's attitudes towards children and their families.*

EVALUATION CRITERIA:

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

Examinations **60%**
(MPO 1,2,3,4,5,6,8,9,10)

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 within one week of your return to class, and to complete retests within the time parameters and guidelines for 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.

Project **30%**
(MPO 5,6,7,8,9,10)

You will work in small groups assigned by your instructor. Each group will be given a case study that depicts a situation in which a child is “at-risk”. Your group will identify the at-risk indicators, defend your rationale, state who and how you would approach various parties that need to interact with possible intervention strategies, and identify Kent County resources to which the child could be referred for services. Each person in the group will write an individual summary of the case and include as part of your summary a manual of locally available resources available to assist families with these special needs. As a group, you will present your case to the class in the form of a vignette. A portion of your grade will be based on your group’s work and a portion on your individual summary and manual. Your instructor will determine the grade ratio.

Participation **10%**
(MPO 1-11)

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, small group work, and/or lab work, and one or more web-based activities. No missed in-class activities may be made up due to the nature of the activity. All homework and activities will be graded and averaged together to comprise 10% of your final course grade.

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.