



**DEPARTMENT: Human Services**

**COURSE OUTLINE – FALL 2016**

**CD2090: Child, Family and Community – 45 Hours for 15 Weeks**

**INSTRUCTOR:** Muriel Underwood      **PHONE:** 780.539.4498  
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**OFFICE HOURS:** Email: anytime; Instructor night: 7:00 PM – 10:00 PM or by appointment

**CALENDAR DESCRIPTION:**

The focus of this course is understanding families and developing an awareness of the challenges they may face. This course will examine the diversity of families, various critical issues confronting families, including their effects on children, and the role of the early childhood professional in supporting children and their families.

**PREREQUISITE(S)/COREQUISITE: N/A**

Successful completion of first year or consent of department.

**REQUIRED TEXT/RESOURCE MATERIALS:**

Wilson, Lynn. Partnerships: Families and Communities in Early Childhood. 2014. Toronto, ON.  
Nelson Education Ltd. 5<sup>th</sup> ed.

**DELIVERY MODE(S):**

Online

**COURSE OBJECTIVES:**

1. To explain the stages and styles of parenting.
2. To describe the various influences/stressors Canadian families face and their impact on parents and children.
3. To identify the social, cultural and economic challenges that influence and/ or affect children and families.
4. To describe the challenges, strengths and needs of parents and children living in diverse forms of family and how family structure may influence children's development.
5. To describe ways early childhood educators can provide culturally responsive care and learning environments.
6. To describe the role of early childhood educators in supporting low-income, poor and homeless children and their families.
7. To describe strategies to support children and their families living in various family structures.
8. To describe ways that early childhood educators can support children and their families who are separating or divorced.

9. To identify and describe various forms of woman and child abuse and neglect, and its impact on children and their mothers.
10. To describe the appropriate responses when abuse is suspected.

### **LEARNING OUTCOMES:**

1. Student should be able to explain the various parenting styles and what if any parenting styles are associated with some cultural and ethnic groups.
2. Student should be able to explain stressors parents face and how these may affect parenting style. Student should be able to explain what behaviours they may see in children living in stressful environments.
3. Student should be able to explain the challenges faced by immigrant, refugee, and Aboriginal children and their families and describe ways to provide culturally responsive care and learning environments.
4. Student should be able to explain the factors contributing to low-income, poverty and homelessness, the impact of poverty on children's development and ways in which the early childhood educator can effectively support these children and their families.
5. Student should be able to explain the different family forms, the challenges, strengths and needs of children and parents living in diverse family forms and ways in which the early childhood educator can effectively support these children and their families.
6. Student should be able to explain the effects of separation and divorce on children and parents, issues that may arise during the process, and ways the early childhood educator can effectively support children and their families who are or are going through separation or divorce.
7. Student should be able to explain indicators of child abuse and neglect. Student should be able to explain the difference between child abuse and neglect.
8. Student should be able to describe various forms of woman and child abuse.
9. Student should be able to outline the procedure for reporting known or suspect child abuse or neglect.
10. Student should be able to outline local supports for abused women and children and ways in which to effectively support these children and women.

### **TRANSFERABILITY:**

No information available.

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferralberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

**EVALUATIONS:**

All submitted work is graded according to the grading criteria set for the learning activity or assignment submitted.

**GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

October 15, 2016 to February 15, 2017

**STUDENT RESPONSIBILITIES:**

1. Both the student and the instructor have the right to experience a favourable learning/teaching experience and the responsibility to engage in appropriate behaviour that positively supports learning.
2. To meet all submission deadlines.
3. To participate in discussion boards and Blackboard Collaborate sessions, when requested by instructor.
4. To have the latest version of the course textbook.
5. To have computer hardware and software that meets standards set for online delivery.
6. Student must be familiar with the *Distance Education Student Handbook*, and any regulations, policies and student conduct that apply to students studying via online deliver, as outlined in the college calendar.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <http://www.gprc.ab.ca/about/administration/policies/>

\*\*Note: all Academic and Administrative policies are available on the same page.