

GRANDE PRAIRIE REGIONAL COLLEGE
EARLY LEARNING AND CHILD CARE

CD2110
WORKING WITH FAMILIES

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Semester: Winter 2006-2007
Credits: 1
Hours: 15
Dates: Jan. 4 – Feb. 16
Days: Friday
Times: 8:30 – 10:20
Location: H135
Instructor: Karen Kennedy
Phone: 539-2040
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Office: H133
Office hours: posted or by appointment

COURSE DESCRIPTION: This course examines the role of the early childhood practitioner in developing and maintaining positive relationships with families.

PREREQUISITES: Successful completion of the first year of the Early Childhood Development program or permission of the department.

TEXT: Wilson, L. (2005). *Partnerships: families and communities in early childhood development*. Toronto, ON: Thomson Nelson. ISBN 0-17-641669-2

OBJECTIVES: Upon completion of this course, you should be able to:

- describe the role of early childhood practitioners in creating and maintaining family centered programs and practices
- discuss the benefits of and barriers to effective partnerships with families
- implement a range of strategies that support effective partnerships with families
- identify the sources of family-caregiver conflict and outline strategies for resolving conflict

TEACHING METHODS: Lecture, with in-and out-of class assignments

GRADING POLICY: A final grade of D (1.0) must be obtained in order to pass this course. The final grade is based on: Assignments (90%) Attendance/Participation (10%)

Final grades will be based on the following 4-point grading system:

| Alpha Grade | 4-point equivalence | Percentage |
|-------------|---------------------|------------|
| A+ | 4.0 | 90 - 100 |
| A | 4.0 | 85 - 89 |
| A- | 3.7 | 80 - 84 |
| B+ | 3.3 | 76 - 79 |
| B | 3.0 | 73 - 75 |
| B- | 2.7 | 70 - 72 |
| C+ | 2.3 | 67 - 69 |
| C | 2.0 | 64 - 66 |
| C- | 1.7 | 60 - 63 |
| D+ | 1.3 | 55 - 59 |
| D | 1.0 | 50 - 54 |
| F | 0.0 | 0 - 49 |

CLASS POLICIES:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to, treating others with dignity and respect.

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar and the following policies for this class.

- Regular attendance and active class participation help you understand the content and be a successful student. Absence from 20% and over of the class hours will result in a grade of 0 for attendance.
- Demonstrate your commitment to learning by attending all classes. Arrive on time and leave when the class is dismissed, unless extenuating circumstances require otherwise.
- Active participation in class is expected. Use the class time to its best by being prepared for each class and contributing thoughtfully to discussion. Private conversations during class are very distracting. Whether the instructor or a classmate "has the floor," please refrain from conversing with your neighbors.
- Assignments are due in-class or before 4:30 on the assignment due date. Points will be deducted for late assignments (initial 10% deduction and 1%/per day including weekends) and assignments will be graded '0' after 10 days late.
- Unless otherwise specified, all work should be typewritten (or neatly handwritten in dark ink) double-spaced, and single-sided. Points will be deducted for spelling and grammatical errors and when the work does not meet the assignment submission guidelines described in the ECD handbook.
- Graded assignments will normally be returned within two weeks.
- Changes to the course outline will be discussed with you in class.

CLASS SCHEDULE:

This is a **TENTATIVE** schedule of the course content and assignment due dates. The schedule MAY CHANGE based on your needs or mine. Any changes will be discussed with you in class.

| Date | Topic/Reading | Assignments |
|-------------|--|--------------------|
| Jan. 5 | Family centered practice & the Families we work with | |
| Jan. 12 | Benefits and Barriers to working with families Chapter 2 -- Text | |
| Jan. 19 | Ways to Involve Families (volunteers, meetings, social events, conferences) Chapter 5 -- Text | |
| Jan. 26 | Written Communication strategies Chapter 8 -- Text | |
| Feb. 2 | | Assignment #1 |
| Feb. 9 | Verbal Communication Chapter 6 -- Text | |
| Feb. 16 | | |

ASSIGNMENTS:

Assignment #1

Due Date: _____

weight: 30%

Prepare a file of resources for families. A minimum of 25 informative brochures, pamphlets, 'tip'sheets, and short articles are required. The following topics must be included in the resource file. A maximum of 3 resources are required for each topic.

- The separation process
- Children's fears
- Readiness for kindergarten
- Fathers in children's lives
- Positive guidance
- Language development
- The value of play

Other topics of your own choosing will also be included in your resource file.

The resources must be contained in a portfolio or binder, and professional in organization and presentation. Each resource must cite the source and briefly describe (2 to 3 sentences) how families may benefit by reading the information.

Assignment #2**Due Date:** _____**weight: 10%**

You will respond to a variety of scenarios typical of situations that caregivers face. These will be completed in class with varying due dates. A minimum of 5 scenarios will be completed.

Assignment #3**Due Date:** _____**weight: 25%**

Design and prepare a newsletter for families in a program. The newsletter must be typed and follow the layout described in class. This assignment will be completed in Practicum.

Assignment #4**Due Date:** _____**weight: 25%**

Choose one of the following options:

1. Prepare an informative bulletin board for a child care center. The bulletin board should be organized around a central topic of interest to families. Your display should include an interactive component (family input or a way to connect families with one another and the program). This assignment will be completed in Practicum.
2. Complete a documentation panel that records and documents the processes children go through in their play and the meaning it has. This assignment will be completed in Practicum and will incorporate your observations, records, photos, and artifacts.

This assignment will be graded on interest and relevance of the topic, layout (format, organization, aesthetics, and materials), quality of content, readability.