

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: HUMS 128
Course Title: The Family: Strength-Based Intervention

Year: 2024-2025
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

A systems model is used to assess families' strengths and weaknesses in reference to meeting basic human needs of each member. Understanding the family in the social environment, emphasizing the strengths, resources, and unused opportunities of each family member, and identifying interventions available to the human services worker are studied. Priority is given to the study of the challenges most frequently encountered by families. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

This course qualifies as a Human Services elective for the Human Services AAS degree requirements. Human Services majors who desire to work with individuals and families as direct care providers should enroll in this course.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R3 Course may be taken concurrently with RDNG 116.

Course Goals

As a result of taking this course, the student will:

1. Have a basic understanding of the many definitions of family and how elements of the ecological context affect the family system.
2. Have a basic understanding of the many definitions of family and how elements of the ecological context affect the family system.
3. Have become familiar with and able to speak knowledgeably on a variety of issues concerning the complex problems faced by contemporary families.
4. Have become familiar with, and able to make suggestions for, and appropriate Human Service response to family problems.
5. Be able to research a topic in a university library and prepare a summary type research paper.
6. Have studied an area of interest related to the American family and made an oral presentation to the class.

Course Objectives/Topics

Objective/Topic	# of Hours
Change and Children	3 Hours
Socialization and Child Development	3 Hours
Aims of Socialization	3 Hours
Family Structure	3 Hours
Parenting	3 Hours
Child Care and Socialization	3 Hours
Basic Schooling Programs	3 Hours
Children from Ethnically Diverse Families	3 Hours
Children from At-Risk Families	3 Hours
Functions of the Peer Group	3 Hours
Pictorial Media: Television	3 Hours
Print Media: Books	3 Hours
Community Services	3 Hours
Overt and Covert Socialization Outcomes	3 Hours
Exams	3 Hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>The course requires students to write a personal inventory of their cultural background as well as their personal values. These assignments enable students to clarify dynamics of their helping skills and how they may affect services for families in need. Through interviewing people from different cultures they are able to understand at a deeper level how family members are influenced by cultural background and how these socialization processes lead to behavior observed in family interactions.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>The course requires students to assess their cultural background and how it may influence their delivery of services to families. In addition, they are required to interview a person from a different culture and present their findings to class. Given the number of interviews and class presentations, a significant number of cultures are described and compared.</p>

Instructional Methods

Lecture, student presentations, a paper, group discussion, a journal, films/media and guest speakers are appropriate instructional methods for this course.

Methods of Assessment/Evaluation

Method	% Course Grade
Exams	55%
Research Project	25%
Class Presentation	10%
Class Participation	10%

Text(s)

Child, Family, School and Community, Roberta M. Burns, 4th edition, Harcourt Brace College Publishers.

Required:

Marriage and the Family, Latest edition, Dushkin Publishing.

This text may serve as a supplement to the main text and provide extra and up-to-date reading from the field of family studies that is not covered in a textbook. This is important as the textbooks are not revised very often and become quickly outdated.

Social Work With Children and Their Families, Christopher G. Petr, Oxford University Press, 2004

Bibliography

American Families, by Elizabeth Douvan, Helen Weingarten and Jane L. Scheiber, Latest edition, Dubuque, Iowa: Kendall/Hunt Publishing Co.

Other Learning Resources**Audiovisual**

Finding Strengths, Cornell Empowering Families Project

Electronic

www.socialworkers.org

www.socialworksearch.com

www.noshe.com

www.co.tompkins.ny.us/departments

www.hsctc.org

Other

No resources specified