



YUKON COLLEGE  
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Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4

FAMILY PROGRAM COMMUNITY

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**INSTRUCTORS:** Laurie Parker and Brooke Alsbury

**OFFICE HOURS:** Brooke Alsbury Mondays 10-12

**OFFICE LOCATION:** C2106

**CLASSROOM:** C1442

**E-MAIL:** [balsbury@yukoncollege.yk.ca](mailto:balsbury@yukoncollege.yk.ca)  
[anna.parker@yukoncollege.yk.ca](mailto:anna.parker@yukoncollege.yk.ca)

**TIME:** 6:30-9:30

**TELEPHONE:** (867) 456-6989

**DATES:** Wednesdays Jan 8 - Apr 15

**FAX:** (867) 668-8805

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**COURSE DESCRIPTION**

This course is designed to enhance students' understanding of, and empathy for, the families and communities with whom they will be working. The child development professional's relationship with parents and other family members is discussed, together with the various roles of family members in early childhood programs. The course explores the child development worker's role in fostering a relationship of mutual respect, enhancing the parent-child relationship, and serving as an advocate for young children and their families.

**PREREQUISITES**

ELCC 111, ELCC 112, ELCC 121 and ELCC 122 or permission from the Early Learning and Child Care Program Coordinator

**EQUIVALENCY/TRANSFERABILITY**

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> for information about transferability of Early Learning and Child Care courses.

**LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to:

- explain the importance of a relationship of mutual respect and support among parents, community, and early childhood staff.

- evaluate various ways of maintaining communication and building rapport among parents, community, and child development professionals.
- define the goals and objectives of the parent/family/community aspect of an early childhood program, prepare plans designed to accomplish these objectives, plan and participate in a variety of activities with families in field placement and/or selected situations.
- demonstrate a basic understanding of current family lifestyles in the North, explain their own attitudes regarding parents, families, and communities and the responsibility of the early childhood professional to parents/families.
- explain the relationship between the child care program and community and define "advocacy" as it relates to working with families.
- recognize and describe their own concept of professionalism and define professional ethics in relation to their work with families.

## **COURSE FORMAT**

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing by the instructor. Special guests and resource people will support the delivery of the course information.

Each lesson will include a variety of teaching/learning strategies. These strategies may include: lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

## **ASSESSMENTS**

### **Attendance and Participation**

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Attendance is mandatory. Because experiential exercises and other activities are such an important component, success in the course is dependent on a high level of participation. If you miss classes or experimental activities you may be asked to withdraw or you may not be allowed to return to class.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Students' personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on

individual experiences.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected. If a class should be missed, the student will communicate with their instructor ahead of time.

Note: If a student becomes absent from more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and, if undertaken, will be accompanied by an assignment contract.

## Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students; therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

**ALL** assignments are expected to be submitted punctually. **Five percent will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

## EVALUATION

Assignment Number	Topic	Grade
Assignment # 1	Interview	25%
Assignment # 2	Communicating with Families Video Skills	25%
Assignment # 3	Family Event	25%
Assignment #4	Advocacy Project	25%

## REQUIRED TEXTBOOKS/MATERIALS

Wilson, L. (2015). *Partnerships: Families and Communities in Canadian Early Childhood Development* (5<sup>th</sup> ed.) Scarborough, Ontario: International Thompson Publishing Nelson.

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[https://www.yukoncollege.yk.ca/downloads/ac\\_regs\\_14-15.pdf](https://www.yukoncollege.yk.ca/downloads/ac_regs_14-15.pdf)

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which as previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study of the College.

## YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr). **ELCC 100 Cultural Competencies in ELCC** meets the Yukon First Nations Core Competency requirement.

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or

[https://www.yukoncollege.yk.ca/student\\_info/pages/learning\\_assistance\\_centre](https://www.yukoncollege.yk.ca/student_info/pages/learning_assistance_centre)

## **ACADEMIC SUPPORT CENTRE and LORENE ROBERTSON WRITING CENTRE**

The Academic Support Centre exists to support all students at Yukon College. The Centre offers a supportive and welcoming space for students to study and receive help with writing, math, computers, and other academic skills.

The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

[http://www.yukoncollege.yk.ca/student\\_info/pages/academic\\_support\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/academic_support_centre)

## ELCC 211 2020 TOPIC OUTLINE

<b>WEEK</b>	<b>TOPIC(S)</b>	<b>READINGS</b>
#1 Jan 8	<i>Beginnings and Beliefs</i>	
#2 Jan 15	<i>Seeking: The Intersection of Family, Program and Community</i>	Partnerships Chapter 1 Check Moodle for Readings
#3 Jan 22	<i>Trust and Respect: Effective Partnerships</i>	Partnerships Chapter 3 Check Moodle for Readings
#4 Jan 29	<i>Observation: First Impressions</i>	Partnerships Chapter 4 Check Moodle for Readings
#5 Feb 5	<i>Inclusivity/Unity: Family Involvement</i>	Partnerships Chapter 5 Check Moodle for Readings
#6 Feb 12	<i>Empathy and Listening: Effective Communication with Families</i>	Partnerships Chapter 6 Check Moodle for Readings
#7 Feb 19	<i>Effective Communication: Supports Ethical Practice</i>	Partnerships Chapter 6 Check Moodle for Readings
#8 Feb 26	<i>Family Video Day</i>	No Readings
#9 Mar 4	<i>Positivity and Integrity: Family – Teacher Conferences</i>	Partnerships Chapter 7 Check Moodle for Readings
#10 Mar 11	<i>Creativity, Commitment and Constant: Staying Connected and Broadening Connections</i>	Partnerships Chapter 8 Check Moodle for Readings
#11 Mar 25	<i>Advocacy Introduced</i>  Family Program Presentations	Partnerships Chapter 2 Check Moodle for Readings
#12 Apr 1	<i>Advocacy Continued</i>	Moodle Readings
#13 Apr 8	<i>Advocacy Experiences</i>	No Readings
#14 Apr 15	<i>Where to From Here</i>	No Readings