



# Course Information

**A: Division:** Applied Programs **Date:** 30 September 1993  
**B: Department:** Child, Family and Community Studies **New Course:** X  
**Program:** Child and Youth Care Counsellor, Community Social Service Worker, Community Support Worker, Early Childhood Education, Visual Language Interpreter Training **Revision of Course Information Form:**

**C: CFCS 330** **D: Change and Development: Families** **E: 1.5**

Subject & Course No.	Descriptive Title	Semester Credit																																	
<b>F: Calendar Description:</b> This course explores the nature of families, their commonalities and diversity. An emphasis on family strengths, natural support networks, and the challenges of family life cycles will provide practitioners with a perspective from which to begin their working relationships with families.	<b>Summary of Revisions:</b> (Enter date & section) Eg. Section C,E,F																																		
<b>G: Type of Instruction: Hours per Week/per Semester</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture Practice</td> <td style="text-align: center;">30</td> <td>Hrs.</td> </tr> <tr> <td>Laboratory</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Seminar</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Clinical Experience</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Field Experience</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Practicum</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Shop</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Studio</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Student Directed Learning</td> <td></td> <td>Hrs.</td> </tr> <tr> <td>Other</td> <td></td> <td>Hrs.</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: center;"><b>30</b></td> <td><b>HOURS</b></td> </tr> </table>	Lecture Practice	30	Hrs.	Laboratory		Hrs.	Seminar		Hrs.	Clinical Experience		Hrs.	Field Experience		Hrs.	Practicum		Hrs.	Shop		Hrs.	Studio		Hrs.	Student Directed Learning		Hrs.	Other		Hrs.	<b>TOTAL</b>	<b>30</b>	<b>HOURS</b>	<b>H: Course Prerequisites:</b> Nil	
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	<b>I: Course Corequisites:</b> Nil																																		
	<b>J: Course for which this Course is a Prerequisite:</b> CSSW 331, CSWK 331, CYCC, 331, ECE 331																																		
	<b>K: Maximum Class Size:</b> 30																																		
<b>L: College Credit Transfer</b> College Credit Non-transfer	<b>M: Transfer Credit:</b> Requested: Granted: Specify Course Equivalents or Unassigned Credit as Appropriate:  U.B.C. S.F.U. U. Vic. Other:																																		

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 (GARY TENNANT) **COURSE DESIGNER(S)**  
  
 \_\_\_\_\_  
**DIRECTOR/CHAIRPERSON**

\_\_\_\_\_  
**DIVISIONAL DEAN**  
  
 \_\_\_\_\_  
**REGISTRAR**

**N: Textbooks and Materials to be Purchased by Students  
(Use Bibliographic Form):**

T.B.A.

**Major Concepts:** *global ideas that guide the design and delivery of the course*

1. **Families have strengths.** A recognition and appreciation of the strengths of families affects the nature of collaboration.
2. Each family is a unique system within a **context** of other interlocking systems - individuals, other families, communities, cultures, religions, education, work, economic, etc.
3. **Collaboration** in our work with each other encourages each individual and each family to utilize personal and familial power. Families have natural support systems and families working together can create additional support systems. Practitioners provide support from the perspective of family - centered care.
4. **Diversity** occurs within and between individuals, families, communities, professionals and professions engaged in work with families. Respect and appreciation of diversity creates a meeting ground, a commonality.
5. We all come from families. Reflection on **our own families** is a source of knowledge about the family. This reflection may raise issues for each of us as we come to terms with our own life experience.
6. Families are constantly changing. As we understand **change and development** in families, we are more accepting of ourselves and supportive of others.

## **Evaluation:**

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to College evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.