



**CURRICULUM GUIDELINES**

**A:** Division: **Instruction** Date: **23 January 2002**

**B:** Department/ **Faculty of Child, Family and** New Course  Revision   
 Program Area: **Community Studies**

**Classroom and Community Support** If Revision, Section(s) Revised: **G, H, L, M, N, O, P, Q,**  
**Early Childhood Education** **R**

Date Last Revised: **30 September 1993**

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

Subject & Course No. Descriptive Title Semester Credits

**F:** Calendar Description:  
**This course explores the nature of families, their commonalties and diversity. This course will give you the opportunity to reflect upon your own personal experience of family in order that you might identify the attitudes, values, beliefs and feelings you bring to your work with families. 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.**

<p><b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Classroom related</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)  <b>30</b></p> <p>Number of Weeks per Semester:  <b>10</b></p>	<p><b>H:</b> Course Prerequisites:  <b>CFCS 130 or ECED 100</b></p>
	<p><b>I.</b> Course Corequisites:  <b>Nil</b></p>
	<p><b>J.</b> Course for which this Course is a Prerequisite:</p>
	<p><b>K.</b> Maximum Class Size:  <b>30</b></p>

**L:** PLEASE INDICATE: **Block Transfer Credit to UVIC, UCFV, Malaspina College**

Non-Credit  
 College Credit Non-Transfer  
 College Credit Transfer: Requested  Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M:** Course Objectives/Learning Outcomes

**1. Conduct primary, personal family research.**

- 1.1 collects own family history
- 1.2 examines family history for themes and patterns
- 1.3 constructs own simple family genogram
- 1.4 presents learning about own family in written form

**2. Consider relationship between individual development and family dynamics**

- 2.1 reads text and handouts for theoretical understanding
- 2.2 applies theoretical perspectives to own family of origin
- 2.3 examines personal history from all 4 theoretical perspectives

**3. Think critically about families in context**

- 3.1 examines families from macro and micro perspectives
- 3.2 articulates impact of gender, culture and socio economics on families
- 3.3 identifies potential impact of abuse issues within families
- 3.4 identifies potential impact of stress issues on families, e.g., abuse, addictions, mental health, family breakdown, etc.
- 3.5 recognizes the impact of social networks on families
- 3.6 respects diversity

**4. Reflect on professional role**

- 4.1 examines own values, beliefs and attitudes in regards to working with families
- 4.2 shows a willingness to accept and work with apparent differences
- 4.3 appreciates limitations of self and of role

**5. Assess own learning and classroom performance**

- 5.1 examines own style of learning and participation
- 5.2 engages in course learning activities
- 5.3 monitors learning style and level of participation
- 5.4 attempts changes based on observation of self and feedback

**N:** Course Content

- 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.

**O:** Methods of Instruction  
Lecture  
Small group work  
Guest speakers  
Audio-visual presentations

**P:** Textbooks and Materials to be Purchased by Students:  
**T.B.A.**

**Q:** Means of Assessment  
**Evaluation and assessment tools for this course will be based on:**

- **Adherence to college evaluation policy regarding number and weighting of evaluations.**

**Examples of methods of evaluations include the following:**

- **Family Life Cycle Assignment: apply family life cycle theory to own family experience and provide objective analysis.**
- **Group Presentation: Working in groups with student colleagues, research and present on assigned topic related to professional role with families.**
- **Genogram Assignment: Research three generations of social and emotional history of students' own family, using assigned genogram format. Provide analysis of genogram.**
- **Attendance and Participation.**
- **All written assignments are marked for content and English writing as per current Faculty of Child, Family and Community Studies standards.**

**R:** • **Prior Learning Assessment and Recognition: specify whether course is open for PLAR Available.**

Course Designer(s): Colleen Murphy, Janice Barr

Education Council/Curriculum Committee Representative

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Dean: **Jan Lindsay**

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Registrar