



**M:** Course Objectives / Learning Outcomes

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

- 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 four 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: The following global ideas guide the design and delivery of this 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 centred 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:** This course will conform to Douglas College policy regarding the number and weighting of evaluations.

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

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

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.

**This course is available for PLAR.**

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Course Designer(s) Colleen Murphy, Janice Barr, Richard Norman

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Education Council / Curriculum Committee Representative

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Dean: Jan Lindsay

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Registrar