

M: Course Objectives/Learning Outcomes:**I. Conduct primary, personal research on own family experience.**

1. collects own family history
2. examines family history for themes and patterns
3. constructs own multigenerational family genogram
4. presents written analysis of learning

II. Develop an understanding of the relationship between individual development and family dynamics.

1. studies theoretical perspectives
2. applies theoretical frameworks (e.g., family life cycle and family systems theory) to personal history
3. examines personal history from several perspectives

III. Think critically about families in context.

1. examines family from macro and micro perspectives
2. articulates impact of gender, culture, socio economics and stress on families
3. identifies potential impact of abuse issues within families
4. recognizes the impact of social networks on families
5. applies elements of systems theory to own and others' families
6. respects diversity

IV. Reflect on professional role with client families.

1. approaches family work respectfully and collaboratively
2. articulates several interpretations of professional role
3. identifies relationship between family level of need and worker's role
4. examines own values and attitudes towards family
5. shows a willingness to accept and work with apparent differences
6. appreciates limitations of self and role
7. explores importance of relationships with other professionals
8. identifies community resources for families
9. explores workers' advocacy role with families

V. Examine the nature of crisis from a family systems perspective.

1. critically analyses theoretical models of crisis in families
2. applies a crisis model to a known crisis situation
3. interprets the connection between crisis and change
4. explains worker's role with families in crisis
5. shows a willingness to accept and work with diversity in families

VI. Examine importance of self-awareness in reflective practice.

1. increases awareness of the ways in which one's own family background shapes both personal life and approach to working with others
2. considers use of self as part of one's own professional practice model
3. attempts changes based on observations of self and feedback
4. assesses on-going participation in course

N: Course Content: The following global ideas guide the design and delivery of this course:

- Ability to reflect on one's own family experience is central to understanding the potential impact of one's values, beliefs and attitudes on practise
- Each family has strengths
- Each family is unique within a sociocultural context
- Diversity exists between individuals and between and within families, communities and cultures
- Supporting families is only possible through collaboration. The professional role of CYCC & CSSW practitioner is generally one of support
- Each family develops through life transitions which present opportunities for change.
- Stress has a significant impact on family development. Understanding the relationship between stress and family dynamics and crisis is essential to practice.
- Reflective practice is an essential goal of competent practitioners. Encouraging and engaging in a process of reciprocal feedback is central to achieving this goal.

O: Methods of Instruction:

- Lectures
- Group work
- Experiential classroom activities
- Student presentations
- Guest speakers
- Audio-visual presentations

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

Q: Means of Assessment:

- Written research papers
- Group presentations
- Self assessment
- Field research
- Classroom activity participation

These assignments will be graded in accordance with the CFCS Grading Standards and Douglas College Policy

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

This course is available for PLAR

Course Designer(s): **Nancy Newman and Colleen Murphy**

Education Council/Curriculum Committee Representative

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Registrar: