



EFFECTIVE: MAY 2004
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **May 2004**

B. Department / Program Area: **Faculty of Child, Family and Community Studies**
Child and Youth Care Counsellor, Community Social Service Worker Revision: New Course

If Revision, Section(s) Revised: **C, G, I, J**
Date of Previous Revision: **19 April 2001**
Date of Current Revision: **01 January 2004**

C: **CFCS 2333** D: **Change and Development Families: Working From a Family Perspective** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: In this course students examine families from a systems perspective. Starting with students' own families, participants are offered several tools to use in understanding and reflecting on their own family experience and its impact on professional practice. The concepts of family strengths, diversity, natural support networks, community, social context and culture are examined. Emphasis is placed on collaboration with families as students explore the variety of roles workers fill and the multitude of ways in which workers engage supportively with families.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week / semester for each descriptor) 60 Number of Weeks per Semester: Flexible delivery ranging over 2 to 15 weeks	H: Course Prerequisites: CFCS 130 or CFCS 1130 I: Course Corequisites: Nil J: Course for which this Course is a Prerequisite K: Maximum Class Size: 30	
L: PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary. <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer:		

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives / Learning Outcomes

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

1. **Conduct primary, personal research on own family experience**
 - 1.1. collects own family history
 - 1.2. examines family history for themes and patterns
 - 1.3. constructs own multigenerational family genogram
 - 1.4. presents written analysis of learning
2. **Develop an understanding of the relationship between individual development and family dynamics**
 - 2.1. studies theoretical perspectives
 - 2.2. applies theoretical frameworks (e.g., family life cycle and family systems theory) to personal history
 - 2.3. examines personal history from several perspectives
3. **Think critically about families in context**
 - 3.1. examines family from macro and micro perspectives
 - 3.2. articulates impact of gender, culture, socio economics and stress on families
 - 3.3. identifies potential impact of abuse issues within families
 - 3.4. recognizes the impact of social networks on families
 - 3.5. applies elements of systems theory to own and others' families
 - 3.6. respects diversity
4. **Reflect on professional role with client families**
 - 4.1. approaches family work respectfully and collaboratively
 - 4.2. articulates several interpretations of professional role
 - 4.3. identifies relationship between family level of need and worker's role
 - 4.4. examines own values and attitudes towards family
 - 4.5. shows a willingness to accept and work with apparent differences
 - 4.6. appreciates limitations of self and role
 - 4.7. explores importance of relationships with other professionals
 - 4.8. identifies community resources for families
 - 4.9. explores workers' advocacy role with families
5. **Examine the nature of crisis from a family systems perspective**
 - 5.1. critically analyses theoretical models of crisis in families
 - 5.2. applies a crisis model to a known crisis situation
 - 5.3. interprets the connection between crisis and change
 - 5.4. explains worker's role with families in crisis
 - 5.5. shows a willingness to accept and work with diversity in families
6. **Examine importance of self-awareness in reflective practice**
 - 6.1. increases awareness of the ways in which one's own family background shapes both personal life and approach to working with others
 - 6.2. considers use of self as part of one's own professional practice model
 - 6.3. attempts changes based on observations of self and feedback
 - 6.4. assesses on-going participation in course

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

1. **Ability to reflect on one's own family experience is central to understanding the potential impact of one's values, beliefs, and attitudes on practice.**
2. **Each family has strengths.**
3. **Each family is unique within a sociocultural context.**
4. **Diversity exists between individuals and between and within families, communities and cultures.**
5. **Supporting families is only possible through collaboration. The professional role of CYCC and CSSW practitioners is generally one of support.**
6. **Each family develops through life transitions which present opportunities for change.**
7. **Stress has a significant impact on family development. Understanding the relationship between stress and family dynamics and crisis is essential to practice.**
8. **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: This course will conform to Douglas College policy regarding the number and weighting of evaluations.
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. If not available for PLAR, please provide rationale.

This course is available for PLAR

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Education Council / Curriculum Committee Representative

Dean: Jan Lindsay

Registrar