

EFFECTIVE: SEPTEMBER 2006 CURRICULUM GUIDELINES

A.	Division:	Education	Ef	fective Date:		September 2006			
В.	Department / Program Area:	Faculty of Child, Family and Community Studies Child and Youth Care Counsellor	Re	evision		New Course	X		
			Re Da Da	Revision, Section(s) evised: ate of Previous Revision ate of Current Revision					
C:	CYCC 4469	D: Advanced Skills with Families in CYC E: 3							
		bject & Course No. Descrip		itle Semester Credits					
F:	Calendar Description:								
	This course presents conceptual frameworks and models for understanding family functioning and parenting. The child and youth care service settings in which family work occurs are identified; family assessment methodologies and interventions which are appropriate to child and youth care workers in these settings are presented.								
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Practice Number of Contact Hours: (per week / semester for each descriptor) 60 hours Number of Weeks per Semester:		Н:	Cycc 3311 and Cy		21 and CYCC 334	11		
			I:	Course Corequisites:					
				None					
			J:	Course for which thi	s Course	e is a Prerequisite			
				Tione					
			K:						
	Flexible delivery ranging over 8 to 15 weeks			30					
L:	PLEASE INDICATE:								
	Non-Credit								
	College Cı	College Credit Non-Transfer							
	X College Credit Transfer:								
	SEE BC TRAN	SFER GUIDE FOR TRANSFER DI	ETAIL	S (www.bctransferguio	de.ca)				

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M: Course Objectives / Learning Outcomes

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

- 1. Examine major theoretical perspectives on the family
- 2. Describe family lifecycles and their influence on human growth and development
- 3. Examine socio-political, economic and cultural influences on the family and the helping relationship
- 4. Apply the family systems model to personal experience in family of origin
 - examine themes and patterns in personal family of origin from a multigenerational perspective
 - understand the influence of the worker's own family themes and patterns on work with other families
- 5. Iimplement a family assessment process
- 6. Facilitate parent education programs that assist with family functioning
 - review current parent education models
 - practice a parent education session
- 7. Describe family interventions from a child and youth care perspective
 - building a relationship with family members
 - assessment of the family situation and the development of the children/youth
 - consultation with the network of service providers (teacher, social worker, etc.)
 - planning child and youth care interventions, including
 - o one to one activities with child, youth
 - o activities with several family members
 - o conversations with parents
 - o one to one sessions with parents on specific parenting skills, behavioural skills, etc.
 - o parent education programs
 - o parent/teacher support
- 8. Explore the family experience of the helping relationship
- 9. Outline the practices of integrated case management and mediation in work with families
 - review the network of services to families
 - discuss and practice the consultation process with other professionals in the network of services to families
 - discuss the mandates of the various service providers
 - practice participation and leadership in case management meetings
 - mediate from a child and family perspective
 - advocate with (and for) children and families
- 10. Demonstrate skill in applying family theory to practice with children, youth, and families.

N: Course Content:

The following global ideas guide the design and delivery of this course.

- 1. Theoretical perspectives on the family and the process of change, including, but not limited to:
 - o family systems theory
 - o experiential (Satir)
 - solution focused therapy
 - o narrative approaches
- 2. Family life cycles are various not singular. There is not one family life cycle by which to measure families. Child and youth care workers develop an appreciation for the diversity of families.
- 3. Socio-political, cultural and economic factors are major systemic influences on families.
- 4. A helping relationship develops when the child and youth care worker begins to appreciate a family's socio-political, cultural and life cycle experience.
- 5. An application of the family systems model to the child and youth care worker's family of origin deepens the worker's understanding of the model, of families and her/him self.
- 6. Child and youth care utilizes a strength-based approach to family assessment and intervention.
- 7. Parent education models provide an opportunity to engage parents in developmental work from a normative perspective.

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	8.		nd planning models support collaborative work with the				
	0	larger systems in the lives of client families.					
	9.	ationship which will surprise workers and may transform ly work. Families tell the stories of struggling with					
			of not knowing where to turn, of resiliency in adversity,				
		of better times, of seeking and receiving help,					
	10. When families and the child and youth care worker meet, it is the worker's ability to comfortably talk						
	with families and the worker's ability to listen, think and respond with warmth and genuineness which						
		builds the relationship. Worker comfort level	develops through understanding and practice.				
0:	Method	s of Instruction					
	Lecture, discussion, role plays of practice						
P:	Textboo	oks and Materials to be Purchased by Students					
	TBA						
Q:	Means	of Assessment:					
Q.	Media of Assessment.						
	This course will conform to Douglas College policy regarding the number and weighting of evaluations.						
	Typical means of evaluation will include a combination of research assignments, case evaluation, testing, and group presentations. This is a Graded Course.						
	and gro	oup presentations. This is a Graded Course.					
R:	Prior Le	earning Assessment and Recognition:					
	This co	urse is available for PLAR					
Course Designer(s) Cindy Rammage, UCFV. Adapted to			Education Council / Curriculum Committee Representative				
the Douglas College Curriculum Guidelines by Doug							
Estergaard, Colleen Murphy and Gary Tennant							
Dean: Jan Carrie			Registrar				

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