



**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. Implement 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
    - one to one activities with child, youth
    - activities with several family members
    - conversations with parents
    - one to one sessions with parents on specific parenting skills, behavioural skills, etc.
    - parent education programs
    - 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:
  - family systems theory
  - experiential (Satir)
  - solution focused therapy
  - 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.

<ol style="list-style-type: none"> <li>8. Integrated Case Management and Wraparound planning models support collaborative work with the larger systems in the lives of client families.</li> <li>9. Families have perspectives on the helping relationship which will surprise workers and may transform the worker’s philosophy and style of family work. Families tell the stories of struggling with overwhelming systemic and situational issues, of not knowing where to turn, of resiliency in adversity, of better times, of seeking and receiving help, and of not being understood or valued.</li> <li>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.</li> </ol>
<p><b>O:</b> Methods of Instruction</p> <p>Lecture, discussion, role plays of practice</p>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>TBA</p>
<p><b>Q:</b> Means of Assessment:</p> <p>This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <p><b>Typical means of evaluation will include a combination of research assignments, case evaluation, testing, and group presentations. This is a Graded Course.</b></p>
<p><b>R:</b> Prior Learning Assessment and Recognition:</p> <p><b>This course is available for PLAR</b></p>

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Course Designer(s) **Cindy Rammage, UCFV. Adapted to the Douglas College Curriculum Guidelines by Doug Estergaard, Colleen Murphy and Gary Tennant**

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Education Council / Curriculum Committee Representative

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**Dean: Jan Carrie**

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Registrar