



EFFECTIVE: SEPTEMBER 2006
CURRICULUM GUIDELINES

A. Division: **Education** **Effective Date:** **September 2006**

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

If Revision, Section(s) Revised:
 Date of Previous Revision:
 Date of Current Revision:

C: CYCC 4469 **D: Advanced Skills with Families in CYC** **E: 3**

Subject & Course No.	Descriptive Title	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: / **Learning Settings** **H:** Course Prerequisites:

Primary Methods of Instructional Delivery and/or Learning Settings:

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

<ol style="list-style-type: none"> 8. Integrated Case Management and Wraparound planning models support collaborative work with the larger systems in the lives of client families. 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. 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.
<p>O: Methods of Instruction</p> <p>Lecture, discussion, role plays of practice</p>
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>TBA</p>
<p>Q: Means of Assessment:</p> <p>This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <p>Typical means of evaluation will include a combination of research assignments, case evaluation, testing, and group presentations. This is a Graded Course.</p>
<p>R: Prior Learning Assessment and Recognition:</p> <p>This course is available for PLAR</p>

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

Education Council / Curriculum Committee Representative

Dean: Jan Carrie

Registrar