



**Families – HSWR 106**  
Child, Youth and Family Studies Program

**Course Outline**

COURSE IMPLEMENTATION DATE:      **May 2001**  
OUTLINE EFFECTIVE DATE:            **September 2020**  
COURSE OUTLINE REVIEW DATE:      **April 2025**

**GENERAL COURSE DESCRIPTION:**

This course provides early childhood educators and human service workers with an in-depth understanding of the diverse nature of families, the issues and challenges that can be barriers to family health, and how to assist in building skills to work collaboratively to support families.

**Program Information:** HSWR 106 is a required course for the Child, Youth and Family Studies Program: Early Childhood Education and Human Service Work.

**Delivery:** This course is delivered face-to-face and online.

**COTR Credits:** 3

**Hours for this course:** 45 hours

**Typical Structure of Instructional Hours:**

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
<b>Total</b>	45

**Practicum Hours (if applicable):**

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
<b>Total</b>	

**Course Outline Author or Contact:**

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Valid from: September 2020 – April 2025

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Education Council Approval Date**COURSE PREREQUISITES AND TRANSFER CREDIT:****Prerequisites:** Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency information on the College website)**Corequisites:** None**Flexible Assessment (FA):**

Credit can be awarded for this course through FA

 Yes  No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

**Transfer Credit:** For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

**Prior Course Number:** CYFS 108 ⇔⇔HSWR 106**Date changed:** February 2010

## Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. Check with the Bookstore:

Haig, J., & MacMillan, V. (2018). *Cites & sources: An APA documentation guide* (5<sup>th</sup> ed). Toronto, Ontario: Nelson Publishing.

Spindel, P. (2020). *Working with families: A guide for health and human services professionals* (2<sup>nd</sup> ed). Toronto, Ontario: Canadian Scholars Press.

Please see the instructor's syllabus or check COTR's online text calculator

<http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

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## LEARNING OUTCOMES:

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

- recognize and demonstrate respect for the diverse nature of families, including family systems, rules, and the various roles and their functions;
  - develop theoretical and practical strategies for assisting and empowering families in coping effectively with adversity, using a strength based perspective;
  - analyze how various challenges impact families in order to improve professional practice when supporting families;
  - identify the importance of professional boundaries, confidentiality and ethics when supporting families;
  - demonstrate an understanding of families as a fundamental part of society, including the historical perspective, the developmental stages, and various theoretical perspectives;
  - demonstrate self-awareness of personal family beliefs, values, family experiences, and attitudes in order to understand how this may impact one's professional practice;
  - demonstrate a respectful approach for diversity and inclusion;
  - identify local, provincial, and federal support systems and resources for families;
  - analyze the importance of community composition and coordinated community support in order to best support families with synchronized resources; and
  - demonstrate cultural competence by using a world view that acknowledges personal bias and values, and supports individual and cultural histories.
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## COURSE TOPICS:

- The changing structure of families
- Ethics, boundaries, confidentiality, and professional practice
- Building on family strengths and promoting resilience
- Developmental stages of a family, the history, and theoretical perspectives
- Family communication
- Family roles, diversity and gender issues – immigrant and refugee families, aboriginal families, and LGBTQ families
- Family functioning
- Challenges for families – violence, addiction, disabilities, and grief

- Positive strategies and common pitfalls
- Federal, provincial and local support networks and resources

*See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.*

**EVALUATION AND ASSESSMENT (Face-to-Face and Online Delivery):**

Assignments	% Of Total Grade
Assignment 1: Family Structure	20%
Assignment 2: Family Biological and Social Relationships	20%
Assignment 3: Family Challenges	20%
Assignment 4: Family and Community	15%
Discussions/Activities	<u>25%</u>
Total	100%

*Please see the instructor's syllabus for specific classroom policies related to this course, such as breakdown of evaluation, penalties for late assignments and the use of electronic aids.*

**EXAM POLICY:**

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

**COURSE GRADE:**

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

An overall letter grade of 60% or better is required for successful completion of this course.

**ACADEMIC POLICIES:**

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester.

See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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**COURSE CHANGES:**

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.