

## HSWR 106: Families

### Course Description

This course is designed to enhance early childhood educators' and human service workers' understanding of healthy families and families in crisis, and to assist in building skills to work collaboratively with families.

**Course Hours:** 45

**Course Credits:** 3

**Course 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).

**Co-requisites:** None

### Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence in a three-ringed binder to the designated CYFS Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled divider between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recordings, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

**What You Need To Do**

Document your knowledge and implementation of each learning outcome for HSWR 106 (below) by providing a minimum of four examples for each outcome, with the exception of the learning outcomes that are met by the Additional Flexible Assessment Criteria (AFAC). The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

**Additional Flexible Assessment Criteria****AFAC 1. Family Systems Framework**

Demonstrate your understanding of family systems framework. The family systems framework must include a diagram.

**AFAC 2. Family of Origin Genogram**

Submit a detailed family of origin genogram that includes at least three generations. Demonstrate your ability to reflect on familial patterns and relationships.

**AFAC 3. Family Issues Case Study**

Demonstrate your ability to research a topic that affects the way families function. Explain in your paper how the topic affects, a) the family unit, and b) individual family members.

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### Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Demonstrate an understanding of and respect for diversity in ethnicity, family structure, language, faith, sexual orientation, religion, socioeconomic situations, and other political and social constructions that effect families and systems.	AFAC 1			
Use a genogram to identify stressors in a family, patterns of behavior, relationship patterns, and support networks within the family.	AFAC 2			
Identify behavioural indicators of particular issues within families (e.g., child abuse, relationship violence, disability, illness, substance misuse). Explore the impact of these issues on the family and develop strategies for assisting the family in coping effectively.	AFAC 3			

<b>Learning Outcomes</b>	<b>Types of Evidence</b>	<b>Page Number(s)</b>	<b>Value</b> <i>(for office use only)</i>	<b>Faculty Assessor's Comments</b> <i>(for office use only)</i>
Identify behavioural indicators of particular issues within families (eg. child abuse, relationship violence, disability, illness, substance misuse), explore the impact of these issues on the family and develop strategies for assisting the family in coping effectively.				
Identify strategies to facilitate collaborative working relationships with families.				
Demonstrate cultural competence by using a world view that acknowledges personal bias, values individual and cultural histories, and that supports persons and groups' potentials and significance.				
Understand the importance of a coordinated community, family and services and resources.				

Telephone Interview	Date	Faculty Assessor's Comments <i>(for office use only)</i>