

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ECE 224		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Working with Families <b>Course Short Title:</b> Working with Families <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> CYFS															
<b>Calendar Description:</b> Examines the principles of family-centred practice in working with children and families. Both historical and contemporary perspectives will be explored. Includes a review of theoretical underpinnings, while emphasizing practical application of the knowledge, skills, and attitudes required to build collaborative partnerships with families and professionals in the field of early childhood education.																	
<b>Prerequisites (or NONE):</b>		Admission to the Early Childhood Education diploma.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td>25</td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	20	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities	25	Other contact hours: student directed learning		<b>Total hours</b>	<b>45</b>	<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Maximum enrolment (for information only):</b> 18 <b>Expected Frequency of Course Offerings:</b> Annually <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> Christine Slavik		<b>Date approved:</b> January 26, 2021															
<b>Faculty Council approval</b>		<b>Date approved:</b> March 12, 2021															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> October 1, 2021															

**Learning Outcomes:**

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

1. Describe principles of family-centred practice.
2. Illustrate collaborative partnerships with families and professionals in the early childhood education community.
3. Identify community resources.
4. Describe how to refer families to appropriate resources.
5. Apply principles of cultural and family diversity.
6. Identify the challenges family face and how to advocate for services to meet the needs of individual families.
7. Demonstrate effective professional conduct and communication between co-workers, professionals, and families.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lecture, presentations, guest speakers, case studies, role play.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** *(If more space is required, download Supplemental Texts and Resource Materials form.)*

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Shimoni, R., & Baxter, J.	Working with Families, 7th Ed.	<input checked="" type="checkbox"/>	Pearson Education Canada	2018
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

None.

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	50%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	40%	Practicum:	%	Class participation:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):**

Interviews	20%
Cultural Report	30%
Formal Paper	40%
Class Participation	10%

**Typical Course Content and Topics**

- What is family-centred practice?
- Define, describe and apply family systems theory
- Building a positive rapport with professionals, co-workers, and families
- Family members and their roles
- Family transitions
- Family members or children with diverse abilities
- Parent involvement in ECE centers and programs
- Conflict resolution, communication, and professionalism
- Awareness of Indigenous supports such as Aboriginal Infant and Toddler Development Programs