



COURSE IMPLEMENTATION DATE: September 1993
 COURSE REVISED IMPLEMENTATION DATE: January 2015
 COURSE TO BE REVIEWED: March 2020
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 224	Professional Studies / ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Working with Families		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course examines public and government policy, social issues, and cultural influences as they relate to and affect children and their families. Both historical and contemporary perspectives will be explored. This examination will include a review of theoretical underpinnings, while emphasizing practical applications.

PREREQUISITES: Admission to the Early Childhood Education diploma, or department head's permission.
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 45 Hrs
 Seminar: _____ Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 36
 Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
 WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
 TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>George Melzer</u>	Date approved: <u>October 2013</u>
Department Head: <u>Maple Melder Crozier</u>	Date of meeting: <u>n/a</u>
Campus-Wide Consultation (CWC)	Date approved: <u>December 13, 2013</u>
Curriculum Committee chair: <u>Maple Melder Crozier</u>	Date approved: <u>December 13, 2013</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>March 28, 2014</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

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

- Explain knowledge of family systems
- Identify the structure of families and the roles of family members
- Compare how families have changed and identify the challenges they face
- Assess and resolve conflicts between parents and staff

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lecture

Presentations

Guest speakers

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Shimoni, R., & Baxter, J., (2011). Working with Families 5th Ed., Toronto, ON: Pearson Education Canada.

Fournier, S., Crey, E., (1998). Stolen From Our Embraces, Toronto, ON: Douglas & McIntyre Publishing.

SUPPLIES/MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

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

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- What is family?
- Family systems
- Family members and their roles
- Family transitions
- Families of children with disabilities
- Families' dreams for typical and atypical children
- A comparison of how the First Nations culture and the AIDS epidemic in Africa has changed the family
- Parent involvement in ECE centers and programs
- Parent – staff collaboration in ECE centers and programs