### CALENDAR DESCRIPTION:

This course will provide an overview of family centered social work, and will briefly examine its historical roots and some critical issues in family functioning. This course will help the student gain an understanding of how their own personality, value system, and past family experiences affect their work with families. It will examine relationship issues such as bonding, attachment, grief, and loss. It will also incorporate some basic conceptual and clinical skills relating to the theory and practice of family work while critically reviewing problem definitions from a structural/feminist and anti-oppressive framework.

### PREREQUISITES:

SOWK 283 or SOC 331, and SOWK 300, or instructor's permission.

### COREQUISITES:

### PRE or COREQUISITES:

### SYNONYMOUS COURSE(S):

(a) Replaces: SSW 483
(b) Cross-listed with:
(c) Cannot take: for further credit.

### TOTAL HOURS PER TERM: 45

<table>
<thead>
<tr>
<th>STRUCTURE OF HOURS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures:</td>
<td>25 Hrs</td>
</tr>
<tr>
<td>Seminar:</td>
<td>20 Hrs</td>
</tr>
<tr>
<td>Laboratory:</td>
<td></td>
</tr>
<tr>
<td>Field experience:</td>
<td></td>
</tr>
<tr>
<td>Student directed learning:</td>
<td></td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
</tr>
</tbody>
</table>

### TRAINING DAY-BASED INSTRUCTION:

Length of course: Hours per day: 

### OTHER:

Maximum enrolment: 30

Expected frequency of course offerings: One section per year

(quarterly, annually, every other year, etc.)

### WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

- Yes
- No

### WILL TRANSFER CREDIT BE REQUESTED? (upper-level courses only)

- Yes
- No

### TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

- Yes
- No

---

Course designer(s): Doyle Clifton

Department Head: Dr. Elizabeth Dow, Director

Supporting area consultation

Curriculum Committee chair:

Dean/Associate VP: Dr. Rosetta Khaledin, Dean

Undergraduate Education Committee (UEC) approval

Date approved: January 21, 2011

Date of meeting: February 2012

Date approved: February 2012

Date of meeting: March 2, 2012
LEARNING OUTCOMES:

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

1. Articulate the historical underpinnings of family centred practice in Social Work.
2. Critically analyze the student’s value system to those values underlying different practice modalities.
3. Articulate a conceptual and operational understanding of the theory and practice of family centred work.
4. Examine the practitioner’s use of self and its influence in a family centred practice.
5. Examine how issues of diversity in family dynamics, culture, gender, sexuality, age, family need levels, life styles and types of interventions influence one another.
6. Identify one’s own developing model for family centred practice.
7. Critique different theoretical approaches and articulate a critical perspective on family centred models of intervention.
8. Identify and articulate the importance of collaborative work with other professionals as part of team work.
9. Examine the potential gender bias in family centred models of intervention.
10. Articulate an understanding of feminist criticism of the theory underlying some family centred models.
11. Examine and analyze a range of Social Work/Human Services Work value and ethical issues related to family centred practice and theory.
12. Identify how issues of attachment, grief and loss affect one’s relationships.

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

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. Examples for this course might be:]


Instructor developed course pack.

REQUIRED READINGS: as outlined in the course pack

Wellness – paper developed for the course by the instructor.

SUPPLIES / MATERIALS:

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

Assignment #1: 5 Reflective Journals based on readings (5% each)  25%
Assignment #2: Personal Genogram – applying Concepts to self and family  40%
Assignment #3: Term paper: Topic of choice based on course topics/discussion  35%

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

Week 1: Opening Circle, Introductions, Course Outline, Expectations, Assignments
Week 2: Health and Wellness/Families: Personal Overview, Historical Overview, Paradigm shift-modern to post modernism
Week 3: Levels of need/Ecological systems-social constructionism approach
Week 4: Family Systems – major concepts, critiques
Week 5: Family Systems (cont’d), Models and basic concepts, Theory in family centred practice, Genogram
Week 6: Family Systems (cont’d), Genogram,
Week 7: Family Relationships – Bonding and Attachment, Critiques
Week 8: Family Development – Trauma Week 9: Family Development – Structure, Grief and Loss, Resilience
Week 10: Family Attachment and Relationship
Week 11: Guest Speaker – Fostering Week 12: Guest Speaker – First Nations
Week 13: Closing Circle, Tying up loose ends, last questions