

## **Justice Institute of British Columbia COURSE OUTLINE**

**Course Code:** FMRS104

**Course Title:** Roots and Principles of Family Resource Programs in Canada

**Prerequisite Courses:** FMRS101 - Roots and Principles of Family Resource Programs in Canada

**School:** School of Community & Social Justice

**Division/Academy/Centre:** Centre for Counselling & Community Safety

**Previous Course Code & Title:** N/A

**Course First Offered:** September 24, 2009

<b># of Credits:</b>	<b>.5</b>
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### **Course Description:**

This course examines the core communication skills: active listening, communicating empathy, effective use of questions and clear messaging in their work with families. Students will learn how to apply communication skills to situations with families in their day to day practice with particular attention to basic conflict resolution skills. They will learn how to differentiate between “rescuing” behaviours and providing strength-based support.

### **Course Goal(s):**

At the end of this course students will gain key knowledge and communication skills they will need in order to work effectively with parents/caregivers and their children.

### **Learning Outcomes:**

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

- Apply core communication skills: establishing rapport, active listening, communicating empathy, effective use of questions, delivering clear and concrete messages and checking for understanding, to situations arising in their day to day practice.
- Distinguish between practitioner “rescuing” behaviours, counselling or advice-giving, and providing strength-based support.
- Apply basic conflict resolution skills in response to issues that arise among individuals or families or between FRP staff and individual parents.
- Design a parent child interaction program based on their understanding of the importance of play and its relationship to learning and promoting school-readiness.
- Develop a plan for their ongoing professional development.

**Course Topics/Content:**

- Core communication skills
- Active Listening Quiz
- Understanding Emotional Intelligence
- The Four Agreements
- Five Styles of Conflict
- Communication skills for Conflict Resolution

**Text and Resource Materials:** Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

**Required:** N/A

**Recommended:** N/A

**Course Level:**

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

<b>Delivery Methods</b>	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	7			

**Comments on Delivery Methods:**

**Course Grading System:**

	Letter Grades		Percentage	<b>X</b>	<b>Pass/Fail</b>
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	<b>60%</b>
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**Evaluation Activities and Weighting:**

Final Exam	%	<b>Written Assignments</b>	<b>50%</b>	<b>Group Project</b>	<b>20%</b>	Capstone Project	%
Midterm Exam	%	Portfolio	%	<b>Participation</b>	<b>15%</b>	<b>Journals</b>	<b>15%</b>
Quizzes/Test	%	Simulations	%	Practicum	%	<b>TOTAL</b>	<b>100%</b>

**Comments on Evaluation Activities and Weighting:**

- 100% attendance in all classes.
- Active contribution to small and large group discussions and activities.
- Successful completion of daily learning journal assignment and course evaluation.
- Completion of written assignment and successful planning and delivery of case study assignment during FMRS108.

**Other Course Guidelines, Procedures and Comments:**

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.