

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: FMRS105

Course Title: Understanding Family Diversity

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 25, 2009

# of Credits:	1.0
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Course Description:

This course identifies the social, economic, cultural and structural diversity of families while describing the specific approaches, strategies and programs to facilitate inclusion. Students will increase their understanding of the impact of immigration, and adaptation to a new culture on family life and parenting. They will learn about the impact of discrimination and how to apply this understanding to their work with Aboriginal children and families. This course examines the family life cycle, stages of parenting and the impact of poverty, low literacy, trauma, physical/mental disabilities and family violence on the child's mastery of developmental tasks and family functioning.

Course Goal(s):

At the end of this course students will understand the concept of cultural competence and its relevance to designing and delivering programs in FRPs. Students will be able to explain the social, economic, cultural, and structural diversity of families. They will be able to identify ways to promote full participation of all families in FRPs.

Learning Outcomes:

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

- Identify the social, economic, cultural and structural diversity of families and describe specific approaches, strategies and programs to facilitate inclusion.
- Explain the importance of creating and maintaining a welcoming and inclusive environment.
- Integrate your understanding of the impact of immigration, settlement and adaptation to a new culture on family life and parenting in your work with immigrant and refugee families.
- Integrate and apply your understanding of the impact of the social, economic and cultural discrimination on family life and parenting in your work with aboriginal children and families.
- Describe the practitioner's role in planning and implementing programs for Aboriginal families.
- Identify strategies to support fathers and other male caregivers.
- Describe the family life cycle, stages of parenting and areas for support and assistance.
- Describe the impact of poverty, low literacy, trauma and physical or mental disabilities and family violence on the child's mastery of developmental tasks and family life.

- Describe the physical, emotional, psychological or behavioural indicators of a range of serious issues which may present among certain children or parents attending Family Resource Programs.
- Model two to three strategies and approaches to foster the parent-child relationship and promote child development and learning.
- Identify the need for on-site resource people to support parents and caregivers who require additional help or skills to parent effectively.
- Implement appropriate referral strategies
- Develop a plan to ensure work-life balance and self-care.

Course Topics/Content:

- Social, economic, cultural, and structural diversity of families
- Impacts of immigration, settlement, and adaptation to a new culture
- Cultural competence
- Impacts of discrimination and residential schools on parenting and family life for Aboriginal Children and Families
- Family life cycle
- Negative impacts on family life
- Effective referrals

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.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods:

Course Grading System:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input checked="" type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only		

Passing Grade:	60%
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Evaluation Activities and Weighting:

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

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.