

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

**Course Code:** FMRS106

**Course Title:** Working with Vulnerable Families

**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:** October 21, 2009

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

This course will cover the attitudes and values required to work effectively with vulnerable families and the skills needed to support these families. Students will examine parenting styles and their impact on disciplinary practices. They will learn the difference between effective forms of discipline & inappropriate punishment and their role in modeling appropriate discipline strategies. This course examines the various forms of abuse as well as signs and indicators. Students will discuss the practitioner's responsibility and the importance of assessing resources to ensure children are safe from abuse and neglect.

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

At the end of this course, students will be able to provided strategies that effectively support vulnerable families while promoting family strengths.

### **Learning Outcomes:**

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

- Describe the dynamics of child neglect, physical, psychological and sexual abuse and family violence and their impact on children and family members.
- Describe the role FRP practitioners play in supporting parents while ensuring their children are safe including their role in advocacy or reporting to the appropriate authorities.
- Explain the practitioner's role to assist families in handling serious threats to safety and well-being of their children.
- Put together a resource list of programs and services available to assist vulnerable children and families.
- Use appropriate communication and support skills to respond to the emotional needs and crises arising from family life transitions.

**Course Topics/Content:**

- Effective forms of discipline
- Parenting styles
- Repealing Section 43
- Dynamics of child abuse
- Dynamics of family violence and impact on children
- Strategies for strengthening families

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

**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>			

**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.