

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD2090
CHILD/FAMILY RELATIONS

CREDITS: 3

HOURS: 45
SEMESTER: _____
INSTRUCTOR: _____
PHONE: _____
TEXT: _____

COURSE DESCRIPTION:

A study of the historical, cultural, and social influences on Canadian families. Contemporary issues, the effects on young children and the role of the caregiver will be examined through discussion and research.

COURSE REVISED: JANUARY, 1998

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CHILD/FAMILY RELATIONS

UNITS

UNIT 1

The learner will become aware of historical and current family lifestyles in Canada.

UNIT 2

The learner will understand the functions of families and the ways families and child care professionals can support and meet the needs of family members.

UNIT 3

The learner will examine factors which influence the relationships between family members.

UNIT 4

The learner will develop an understanding of the relationship between childrearing practices and the development of the child.

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CHILD/FAMILY RELATIONS

Unit One: The learner will become aware of historical and current family lifestyles in Canada.

Objectives: Upon successful completion of this unit, the learner will be able to:

1. Identify the social, economic and political factors that have affected Canadian families throughout the last century and explain their impact on the contemporary family.
2. Describe the changing definitions and concept of family.
3. Explain the impact of current social trends on family life.
4. Describe contemporary family structures and the effect of these structures on family members.
5. Describe the relevance of the study of family for professionals who work with young children.

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CHILD FAMILY RELATIONS

Unit Two: The learner will understand the functions of families and the ways families and child care professionals can support and meet the needs of family members.

Objectives:

Upon successful completion of this unit, the learner will be able to:

1. Describe the varying functions of families and explain the most important roles of different family members.
2. Describe the changes in social values and their impact of the roles of men and women in families.
3. Describe the influence of media, peers, religion, and culture on the development of children.
4. Explain the role of the early childhood professional in supporting families of different cultural, ethnic and religious backgrounds.

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CHILD/FAMILY RELATIONS

Unit Three: The learner will examine factors which influence the relationships between family members.

Objectives: Upon successful completion of the unit, the learner will be able to:

1. Explain the influences of family characteristics on the development of the child.
2. Outline the influences of socioeconomic status on the development of the child.
3. Describe the effects of divorce, single parenting, and stepparenting on family members.
4. Describe the effects of family violence and alcohol or drug addictions on family members.
5. Discuss the varying factors that may contribute to child abuse and neglect.
6. Explain the effects of child abuse and neglect on children's development.
7. Recognize children's behaviors associated with physical, sexual, or emotional abuse.
8. Describe the procedure for reporting cases of suspected child abuse and neglect.
9. Identify and provide community resources to assist families in their parenting role.

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CHILD/FAMILY RELATIONS

Unit Four: The learner will develop an understanding of the relationship between childrearing practices and the development of the child.

Objectives: Upon successful completion of this unit, the learner will be able to:

1. Describe historical and current influences on childrearing practices.
2. Describe the stages of family development and parenthood and the joys and stressors of each stage.
3. Define and describe parenting styles and their relationship to children's behavior.
4. Explain the role of the early childhood professional in supporting the family/child relationship.

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CHILD/FAMILY RELATIONS

Upon successful completion of this course, students will have acquired and demonstrated specific knowledge, skills and attitudes.

They will gain knowledge of:

1. The social, economic and political factors that have affected Canadian families throughout the last century and their impact on the contemporary family.
2. The changing definitions and concept of family.
3. The impact of current social trends on family life.
4. Contemporary family structures and the effect of these structures on family members.
5. The relevance of the study of family for professionals who work with young children.
6. The varying functions of families and the most important roles of different family members.
7. The changes in social values and their impact of the roles of men and women in families.
8. The influence of media, peers, religion and culture on the development of children.
9. The role of the early childhood professional in supporting families of different cultural, ethnic and religious backgrounds.
10. The influences of family characteristics on the development of the child.
11. The influences of socioeconomic status on the development of the child.
12. The effects of divorce, single parenting, and stepparenting on family members.
13. The effects of family violence and alcohol or drug addictions on family members.
14. The varying factors that may contribute to child abuse and neglect.
15. The effects of child abuse and neglect on children's development.

16. The children's behaviors associated with physical, sexual, or emotional abuse.
17. The procedure for reporting cases of suspected child abuse and neglect.
18. The community resources available to assist families in their parenting role.
19. Historical and current influences on childrearing practices.
20. The stages of family development and parenthood and the joys and stressors of each stage.
21. Parenting styles and their relationship to children's behavior.
22. The role of the early childhood professional in supporting the family/child relationship.

They will gain skill in:

1. Recognizing behaviors that may indicate a child's family circumstance is affecting development.
2. Identifying and accessing community resources that are available to support all family members.
3. Providing appropriate information to assist families who have special circumstances.
4. Helping children who are experiencing problems as a result of their family situations.
5. Assisting parents in their parenting role.

They will develop attitudes which reflect:

1. A respect for families' differing cultural backgrounds, religious beliefs, structure, values and childrearing practices.
2. A recognition that children's primary caregivers may be single mothers or fathers, two parents of the same sex or different sexes, step parents, grandparents, close relatives, foster parents or guardians.
3. A supportive understanding of parent's roles.

4. An awareness that, occasionally, some children and their families will need specific kinds of assistance from caregivers and other professionals.
5. A respect for parent's values and views that may differ from the student's own values, attitudes, and beliefs.
6. A commitment to children and their families.