

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

HOURS: 45

CREDITS: 3

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: JUNE, 1995

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CHILD/FAMILY RELATIONS

UNITS

UNIT 1

The learner will demonstrate an understanding of the historical and contemporary influences on Canadian families.

UNIT 2

The learner will understand the functions of families and the ways families meet the needs of their members.

UNIT 3

The learner will examine factors which influence the relationships of 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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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.
2. Explain the influences of various social, economic, and political factors on contemporary families.
3. Describe the changing definition and concept of family.
4. Describe contemporary family structures.
5. Explain the effects of the family structure on its members.

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Unit Two: The learner will understand the functions of families and the ways families meet the needs of their members.

Objectives

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

1. Describe the functions of families.
2. Explain the changing economic, reproductive, emotional and socialization functions of families.
3. Describe the changing roles of men and women in society and their impact on families.
4. Describe the influences of media, peers, religion, culture and other systems on the development of children.

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Unit Three: The learner will examine factors which influence the relationships of 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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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 the historical influences on childrearing practices.
2. Describe current influences on childrearing attitudes and practices.
3. Define and describe parenting styles and their relationships to children's behavior.
4. Describe the role of the caregiver in supporting the family/child relationship.

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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 influences on Canadian families over the past 100 years.
2. The contemporary influences on families.
3. The varied definitions of "family".
4. The changing concept of "family" as a result of social, economic, and political change.
5. The variety of contemporary family structures i.e. single parent, blended, same-sex parents, adoptive, nuclear, and extended families, etc.
6. The economic, reproductive, emotional and socialization functions of families.
7. The changing functions of families.
8. The Bronfenbrenner ecological model of development.
9. The interrelationship of child, family and other social systems.
10. The recent changes in social values and their impact on the roles of men and women.
11. The influences of media, peers, religion, culture and other social systems on the development of children.
12. The characteristics of particular families and their effects on family members i.e. socioeconomic status, poverty, abuse, death, teenage parenthood, addictions, etc.
13. The stresses created through divorce or separation, death of a parent and remarriage and their effects on children and adult family members.

14. The effects of family violence and addictions on family members.
15. The indicators of child abuse/neglect.
16. The children's behaviours associated with physical, sexual or psychological abuse.
17. The reporting procedures for cases of suspected child abuse/neglect.
18. The social services and community resources available to families in the Grande Prairie area.
19. The historical and current views of children.
20. The contemporary childrearing attitudes and practices.
21. The three parenting styles described by Baumrind.
22. The relationship between parenting styles and children's behaviours.
23. The caregiving practices that support family/child relationships.

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.