

MODULE CMH3010: FAMILY ISSUES**Level:** Advanced**Theme:** Sociocultural Perspectives**Prerequisite:** None**Module Description:** Students examine changes that occur within a family and the required adjustments family members must make. Cultural diversities are investigated and community resources are identified.**Note:** This module includes concepts that may be particularly sensitive to students, parents or community members.**Module Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe changing rights, responsibilities and family dynamics that occur throughout the family life cycle 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> defining the stages in the family life cycle and describing the changing roles, responsibilities and family dynamics. <p><i>Assessment Tool</i> <i>CMH3010–1: Presentations/Reports: Family Life Cycle</i> <i>CMH3010–2: Family Life Cycle: Illustrative Example</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	20
<ul style="list-style-type: none"> compare and contrast families from diverse cultures 	<ul style="list-style-type: none"> a comparative analysis in which the student compares a minimum of two cultures as to: <ul style="list-style-type: none"> family structure family dynamics family traditions education and health beliefs/practices. <p><i>Assessment Tool</i> <i>CMH3010–3: Presentations/Reports: Family Comparison</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	30

MODULE CMH3010: FAMILY ISSUES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the effect on the physical, mental and social well-being of the family as changes occur in careers, relationships, personal life and financial situations • identify career choices by compiling a community family support services directory • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • identifying a change that may occur in families and assessing the influence on this change on all dimensions of family well-being. Analyze the changes as to: <ul style="list-style-type: none"> – prevalence in society – interrelatedness of all dimensions of well-being – potential community support resources available – positive and negative effects – legal implications of choices. <p><i>Assessment Tool</i> <i>CMH3010-4: Presentations/Reports: Change and Family Well-being</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • compiling a directory of a minimum of five community resources and evaluating how they meet the needs of families. Investigate one career opportunity in this area including duties, working conditions, education qualifications, employment opportunities, salary range and benefits and personal characteristics. <p><i>Assessment Tool</i> <i>CHMCR: Community Resource</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • observation of individual effort and interpersonal skills during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>30</p> <p>20</p> <p>Integrated throughout</p>

MODULE CMH3010: FAMILY ISSUES (continued)

Concept	Specific Learner Expectations	Notes
Nature of the Family	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the family as a dynamic structure and identify examples of change which affect contemporary families throughout the life cycle • identify the legal rights and responsibilities of family members throughout the life cycle • describe the importance of effective communication in healthy family relationships. 	<p>Stages in family life cycle.</p> <p>Changes need to be viewed as a constant in the life cycle as opposed to crisis.</p> <p>Ex-marriages, graduation, relations, childbirth.</p> <p>Alberta Premier's Council in Support of Alberta Families.</p>
Cultural Diversities in Family	<ul style="list-style-type: none"> • research and compare families within two diverse cultures focusing on: <ul style="list-style-type: none"> – family structures (nuclear, extended, communal) – family dynamics (child-rearing patterns, roles/role division, mate selection and marriage customs) – family traditions, celebrations – health beliefs/practices • describe the stereotypical attitudes towards different ethnic groups in his or her community • identify modifications made to cultural family patterns as a result of assimilation into another culture: <ul style="list-style-type: none"> – traditions and customs – holiday celebrations – education and health beliefs/practices – roles/role division. 	<p>Reference: <i>Cross Cultural Caring</i>.</p> <p>Reports, charts, bulletin boards, audio-visual, debates, guest speakers, art work, drama production.</p> <p>Interview with Canadians working overseas and new immigrants to Canada:</p> <ul style="list-style-type: none"> • panel discussions • class presentations • documentaries.
Observation, Assessment and Application	<ul style="list-style-type: none"> • describe the effects (physical, mental, social) throughout the lifespan of the changes to family members and the family unit in the following categories: <ul style="list-style-type: none"> – career changes 	<p>Examples:</p> <p>Career – promotion, transfer, unemployment, home-based careers, dual careers, travel, shiftwork, retirement.</p>

MODULE CMH3010: FAMILY ISSUES (continued)

Concept	Specific Learner Expectations	Notes
<p>Observation, Assessment and Application (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> – changing relationships – personal changes – financial changes • analyze these changes as to: <ul style="list-style-type: none"> – prevalence of the change – how each dimension (physical, mental, social) of well-being is affected – potential community support agencies and resources – positive and negative effects of the change – legal implications of choices. 	<p>Relationship – loss (death, moving, divorce), having children, foster parenting, adoption issues, empty nest, parents returning to work force, separation, violence and abuse, adult children returning home, blended families.</p> <p>Personal loss, high risk careers, addictions (alcohol, drugs, gambling, workaholics), overspending, infertility, impotence, self-growth, abuse, neglect, menopause, mid-life crises, illness or chronic medical conditions, living will, euthanasia, stay-at-home parent.</p> <p>Financial – loss of income, credit abuse, increased income.</p> <p>Use Statistics Canada <i>Social Trends</i>.</p> <p>Report, charts, bulletin boards, audio-visual, computer programs, debates, guest speakers, art work, drama production.</p>
<p>Career Exploration</p>	<ul style="list-style-type: none"> • list and analyze careers by researching community agencies that provide help with family issues. 	<p>Consider careers related to cultural diversities, e.g., interpreter.</p>