

# FAMILY STUDIES

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# FAMILY STUDIES

## STATEMENT OF PURPOSE

The Family Studies curriculum gives community colleges the opportunity to combine the rich depth of existing Family and Consumer Science courses and create a career technical program that will prepare students to enter the Human Services field in a number of paraprofessional positions, and/or transfer to a related four-year program for a bachelor's degree. It stands apart from other programs because it focuses upon the primary social, cultural, and economic system of our society—**the family**. The power and complexity of relationships are explored in a variety of courses, leading to a thorough understanding of individual development *within* the context of these influences.

Optimum development is the recurring theme in this program. Students will learn strategies and skills for helping themselves and other individuals and families thrive and meet challenges throughout the lifespan. Yet, problems will arise and these problems cannot be solved in isolation. Therefore students in this program will expand their perspective by examining specific problems and learn how professionals and human service agencies deal with such serious problems as child, spouse, and elder abuse; drug addiction; and divorce. Prevention and intervention techniques, as well as alternative approaches to promoting optimum development will be explored. Moral, ethical and legal issues that professionals face will be analyzed to give students insight into the profession. The program culminates with bringing all these facets together when students become involved in the reality of work-site learning experiences.

## Goals

The goals of the Family Studies Program are to:

- Provide a career technical and transfer curriculum that gives students a solid foundation of philosophical concepts, theoretical models and practical skills to use while interacting with individuals and families.
- Utilize a multidisciplinary, holistic, and lifespan approach to understanding how people and families develop—biologically, cognitively, psychologically and socially.
- Emphasize the ongoing, reciprocal interaction between the individual, family, school, workplace, community and culture.
- Assist students in developing an awareness of the impact of their individual contributions to the larger community and global society.

- Create an environment that promotes critical thinking, creativity in problem solving, an understanding of family and social systems, multicultural competence, and an awareness of ethical standards.
- Provide continual opportunities for students to develop and enhance interpersonal and practical skills, including communication, conflict resolution, negotiation, and personal resource management.
- Facilitate the development and utilization of life management skills so that students will improve the quality of their own lives and, in turn, apply those skills while working with families.
- Support and model the core values of human dignity, personal empowerment, and service by encouraging and recruiting nontraditional and/or underrepresented students into the program.
- Articulate courses with secondary and other post-secondary institutions so that students will be encouraged to continue their education and development.
- Collaborate with other disciplines such as Human Services, Sociology, Child Development, Gerontology and Psychology to create program *options* that will enhance the student's preparation for the field of Human Services and meet the needs of special target populations.
- Develop and strengthen community partnerships to increase work-site learning placements for students and to share/enhance resources.
- Provide students with an opportunity to get hands-on experience and real-world exposure to professional roles and related duties in human service settings.

## **CAREER OPPORTUNITIES**

### **Career Pathways**

Students studying Family Studies at California community colleges may proceed through career paths to various levels of employment and learning. Though the entry level (Level I) does allow students to be employed, it is recommended that they pursue an AA/AS degree to facilitate upward mobility on the career ladder. Some of the following careers may not have established educational requirements.

**Entry: Career Technical Certificates (Level I)** - The entry/ certificate levels provide students with basic skills and knowledge leading to employment.

Level I - Entry: Career Technical Certificates: Primarily to prepare individuals for immediate employment.

Activity Coordinator  
After School Care Program Leader  
Camp Counselor  
Domestic Violence Advocate  
Early Childhood Aide  
Faith-Based Program Coordinator  
Family Advocate  
Geriatric Aide  
Home Care Aide  
Hospital Aide  
Intergenerational Care Provider  
Parks and Recreation Program Leader  
Volunteer Services  
Youth Group/Camp Leader

**Paraprofessional: AA/AS Degree (Level II)** - The AA/AS Degree provides students with skills and knowledge for jobs in Family Studies. It also provides the requisite foundation for transfer to a four-year college or university.

Level II- Paraprofessional: AA/AS Degree. Completion of a community college AA/AS degree in Family Studies will generally require a minimum of 60 semester credit hours, of which at least 24 semester credits are specific to the major field of study and include a supervised field/work experience. Some of the positions listed below may require designated experience and/or completion of specialized courses in addition to the core curriculum.

Community Activity Planner  
Community Services Worker  
Community Support Worker  
Eligibility Worker for Social Services  
Entry Level Case Manager (Children & Family Services,  
Adult Protective Services)  
Family Home Visitor  
Family Services Worker  
Human Services Assistant  
Mental Health Rehabilitation Specialist  
Physical Therapy Assistant  
Recreation Specialist  
Residential Counselor  
Senior Center Coordinator  
Senior Supportive Services (e.g., Ombudsman)  
Social Work Assistant

Substance Abuse/Rehabilitation Counseling Assistant  
Vocational Training Assistant

**Professional: BA/BS Degree (Level III)** - The BA/BS Degree provides students with skills and knowledge for professional positions within Family Studies.

Level III- Professional Level: BA/BS Degree. Completion of a four-year bachelor's degree in Family Studies or related subject. Some of the positions listed below may require additional years of experience and/or continuing education.

Adult Day Care Coordinator  
Book/Magazine Editor for Family Issues  
Career Coordinator  
Case Manager  
Child and Family Welfare Researcher  
Director of Family Service Agencies  
Faith-Based Agency Director/Program Planner  
Family Life Specialist  
Family Resources Coordinator  
Family Service Agency Grant Writer/Evaluation Specialist  
Fundraiser  
Housing Coordinator  
Life Skills Counselor/Life Coach/Counselor  
Mental Health Rehabilitation Specialist  
Non-Profit Program Coordinator  
Program Coordinator/Program Planner  
Service Coordinator  
State or Federal Government Administrator  
Vocational Rehabilitation Counselor

**Post Professional Degrees (Level IV)** - Advanced degrees provide students with the qualifications for more advanced employment.

Level IV- Post Professional: MA/MS or Advanced Degrees. Completion of a master's degree or doctorate in Family Studies or related subject. Some of the positions listed below may require state board certification and or additional continuing education units.

Administrator (Adult Day Health Care)  
Advocate/Consultant  
Behavioral Therapist  
College Professor  
Community College/University Lecturer  
Family Issues Lobbyist

Fiduciary Advisor  
Lifelong Learning Specialist  
Marriage and Family Advocate  
Multicultural Counselor  
Non-Profit Executive  
Public Assistance Family and Consumer Sciences  
Specialist  
Rehabilitation Counselor  
Research/Policy Worker  
School Psychologist  
Social Services Director  
Social Worker  
Substance Abuse/Mental Health Specialist

Note: Refer to the *Dictionary of Occupational Titles* (DOT), **O\*NET OnLine** at [online.onetcenter.org](http://online.onetcenter.org) or consult your campus career information center for additional job titles and information.

## **Future Outlook**

As the career pathway options demonstrate, the opportunities in Family Studies are numerous and multidisciplinary. The need for family support services continues to grow with changing societal patterns. The increase in the diversity of the population, along with an increase in diverse family composition including single headed, blended and cohabiting, will require educators and programs to address the needs of multi-structured, multilingual and multiethnic families. Infants and children with disabilities and other special needs, as well as their families, will continue to require services. These services will necessitate the educational preparation of a wide range of qualified specialists. Several additional factors impact the challenges faced by today's families, some of which are identified below.

### Macro-level:

- Changing social norms
- Rapidly changing technology
- Increased aging population
- Increased need for family caregivers and/or long distance caregiving
- Increased geographic mobility
- Changes in managed care
- Renewed interest of younger cohorts in leadership and politics
- Global identity paradigm
- Green movement
- Volatile economics and world market
- Future cohorts and related ideologies

### Micro-level:

- Senior centers/Adult day centers
- After school programs
- Social service agencies
- Children and family agencies
- Family resource centers
- Recreation and leisure programs

In summary, there are numerous opportunities to work with and improve the well-being of children, youth, adults and families. These career pathways provide both ongoing professional growth and personal satisfaction.

The Labor Market Information (LMI) data (see below) and professional organizational websites (see directory) on current employment opportunities, trends, and population data should be utilized as a resource for projecting current and emerging jobs and placement potential, as well as personal interest. This data is also available at each California community college and four-year university, specifically at campus career and transfer centers. Students can also be guided to search the Internet for education and career options.

- Projections for Occupations  
<http://www.labormarketinfo.edd.ca.gov/?pageid=1011>
- Projections for Wages  
<http://www.labormarketinfo.edd.ca.gov/?pageid=1009>
- For Educators and Trainers, the occupations for which you should provide training  
<http://www.labormarketinfo.edd.ca.gov/?pageid=112>

## **CURRICULUM: PROGRAMS, CERTIFICATES AND COURSES**

The Family Studies curriculum is designed to provide a career technical program of study for students interested in pursuing careers in the field. Courses within the curriculum provide a foundation from which students can work with children, youth, adults and families in a variety of settings. It prepares students wishing to transfer to a four-year institution in Family Studies or related major or minor. Departmental designation and unit value of each course may vary among institutions.

### **Programs and Certificates**

A career technical program in Family Studies is a sequence of core courses that prepares students for entry level employment. It incorporates theoretical concepts and applied skills with opportunities for work-site integration and service learning. Each community college may choose to offer additional courses to supplement the core

curriculum in order to complete majors and permit certification, as well as to meet the specific needs of each community and job market.

It is recommended that these options be made available to students enrolled in a Family Studies Program.

Family Studies Core Curriculum:

Human Development Across the Life Span

Family Relationships

Life Management

Introduction to Human Services

Child, Family and Community

Work-Site Learning

Suggested Courses to Enhance the Core Family Studies Program:

Adult Development and Aging **or** Introduction to Gerontology

Adolescent Development

Dynamics of Family Relationships

Sociocultural Context of Childhood and Families

Other Courses for Consideration:

Parent Education and Family Relations

Policies and Issues in Family and Work

Personal Financial Management

Nutrition

Human Sexuality

Introduction to Social Welfare

Work-Site Integration/Service Learning

Special Topics (some possible topics are as follows):

Abuse/Trauma

Caregiving and the aging parent

Communication skills

Community resources

Conflict management and resolution strategies

Consumer protection

Consumerism

Coping skills for managing life events

Crisis situations, intervention and counseling

Cultural influences  
Diverse family structures  
Economic impact/poverty  
Family support services/ community resources  
Future trends  
Grandparents as parents  
The culture of poverty  
Issues in the substance abusing family  
Parenting skills  
Sandwich generation  
Stress management  
Teenage pregnancies  
Media and family  
Violence in families/neighborhoods/communities  
Foster youth and independent living skills  
Single parenthood  
Blended families  
Teen pregnancy  
Home management

### **Course Classifications**

TOP Classification: The TOP (Taxonomy of Programs) Code classification:

#### **1308.00 – Family Studies**

Basic human developmental and behavioral characteristics of the individual within the context of the family, and over the lifespan. Includes human growth and development, the family as a social unit, and relationships.

Career Technical: Courses included in the programs of Family Studies are considered to be career technical education. Some are general education.

Transfer: Transfer courses have a course content that is either currently articulated as an equivalent course at a four-year transfer institution or perceived to be a potential equivalent course.

Lifelong Learning, Continuing and Adult Education: The courses within Family Studies provide concepts and skills that enhance the quality of life. These courses are offered to students seeking career technical training or with general interest in the subject area.

Community colleges have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Career Path Levels: There are four levels identified for the area of Family Studies. These levels were explained in the *Career Opportunities* section.

Electives: Courses listed under programs other than what the students are following could be used as elective courses within their program. Electives are recommended courses from which students might select, to complement their study for a degree or certificate or to develop job specific skills.

Work Experience /Internship/Service Learning: Students benefit from having work-site experiences within Family Studies. They are strongly advised to participate in supervised work experience learning courses to gain a deeper understanding of the relationships between theoretical concepts and practical application.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Students who have completed a general education package for transfer should be encouraged to have that package certified by the community college prior to university matriculation.

Interdisciplinary: Although a major in Family Studies is identified in this *Family and Consumer Sciences Program Plan* as part of the Family and Consumer Sciences curriculum, there are other avenues available for students to study concepts related to the field. Colleges should develop strong interdisciplinary connections in order to develop the Family Studies core curriculum experiences.

Collaboration can be accomplished by utilizing methods such as:

- Team teaching
- Cross-listed courses
- Collaborative development of courses
- Learning Communities
- Cooperative Publicity

## **Curriculum Integration and Implementation**

To utilize this *Family and Consumer Sciences Program Plan*, faculty needs to take the *Curriculum: Programs, Certificates and Courses* and the *Course Description, Core Components and Student Learning Outcomes* sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain

national educational issues must be addressed. Some of these issues relate to federal legislation, others closely affect the delivery of education. Family and Consumer Sciences courses and programs encompassing these issues will be positioned to stay in the forefront of educational reform. See the *Family and Consumer Sciences Program Plan Introduction* for more information.

Core Indicators: The Core Indicators are the accountability requirements that measure the performance of career technical programs and were significantly changed by The Carl Perkins Career and Technical Education Improvement Act (Perkins IV). Under the new Act local districts and agencies must either accept the State's established performance target or negotiate a local performance target with the State. Core indicators were modified or added:

- Core Indicator 1 measures Technical Skill Attainment
- Core Indicator 2 measures Certificate or Degree Attainment
- Core Indicator 3 measures Student Retention or Transfer
- Core Indicator 4 measures Student Placement
- Core Indicator 5 measures Non-traditional Participation and Completion

Core Indicators data and detailed information can be downloaded from the Chancellor's Office website at: [http://misweb.cccco.edu/voc\\_ed/vtea/vtea.htm](http://misweb.cccco.edu/voc_ed/vtea/vtea.htm) and the Joint Special Populations Advisory Committee website at: <http://www.jspac.org>

Career Technical Education (CTE) deans and researchers on individual campuses can help faculty to access and analyze the Core Indicators data for each Family and Consumer Science program at the 2, 4, and 6 digit TOP codes. Campuses can compare their performance data to statewide 1300 TOP code programs. FCS programs in 1300 TOP code should use the Core Indicators data for purposes of program improvement and to ensure student success. The Core Indicators can also be used as one set of data for program review and setting funding priorities at the campus level. It is important for all Family Studies program coordinators/directors to monitor the Core Indicators data for their programs and ensure that the information being reported is accurate and reliable.

Soft Skills: Besides technical and academic skills, employers demand personal self-developed skills that transfer from one workplace setting to another. The number one quality that employers want is communication skills, both written and verbal, particularly in interpersonal settings such as presentations, interviews, telephone conversations and electronic communication. Other priorities include critical thinking and judgment, a strong work ethic, initiative, and problem solving skills. Employers report that the way to have an edge in the competitive job market is to be dependable, resourceful, use ethical practices and to demonstrate a positive attitude. Finally, interpersonal skills such as teamwork and negotiation skills, and emotional intelligence play important roles in job retention and promotion. Students should be encouraged to visit their campus career center in order to develop work related skills, including resume writing, interviewing techniques, workplace etiquette, and professional attire.

Research suggests that most career success is attributable to soft skills. Curriculum must be planned to include information and assignments that develop these skills and evaluation systems that will measure the students' success/mastery of them. The Life Management course includes assignments aimed at developing these skills and research proves that students positively change their habits upon taking the course. Therefore, by including this course in every program, a college can facilitate the attainment of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. Perkins IV states that curriculum should reflect "all aspects of the industry" including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Sufficient Size and Scope: Perkins IV also requires campuses to support students with programs and services of "sufficient size and scope," to enhance the likeliness of student success. Examples include having a program-specific counselor, literature in a campus career center, and program-specific tutors. Campuses need to support programs with research into job placement and retention.

Integrated Academics: CTE guidelines clearly identify the need to have an educational curriculum that integrates academic and career technical learning. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop their own model. Examples of how integration can be achieved include: paired teaching of academic and career technical courses, team teaching a singular course which combines the acquisition of career technical and academic competencies, certifying a career technical course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Family Studies faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the career technical programs.

Work-Based Learning: The School to Work Opportunities Act of 1994 (California uses the term School to Career) encourages all states to develop systems that help students transition from school to the workplace. Educational systems must ensure that we are preparing students with the skills and knowledge that allow them to enter a career. To do this, the following components need to be at the basis of an educational frame:

- An integration of work-based learning and school-based learning;
- A coherent sequence of courses that prepares a student for a first job, typically including one or two years of post-secondary education, a high school diploma, a skill certificate or post-secondary certificate or diploma;
- A program incorporating work-based learning, school-based learning and connecting activities.

Educational programs can provide work-based learning through such methods as cooperative work experience, internships, field work placement, job shadowing, service learning, volunteering and mentoring. Faculty also has the opportunity to experience work-based learning through grants which allow their return to a work site for a limited period of time.

Distance Education: One important educational trend is distance learning that allows students to learn at time schedules and locations that meet their own needs. The most common delivery method is where portions or all of a course are presented online via the Internet utilizing school learning platforms, podcasts or through telecourses. The use of blogs or wiki pages can also be beneficial. (It is important to note that not all colleges and universities will accept online course units as transferable credit. Please advise students to check with target institution regarding their policy).

Articulation and System Alignment: This *Family and Consumer Sciences Program Plan* supports the importance of creating the "seamless" curriculum that allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level and among and between educational segments. As Tech Prep programs, ROCPs and Career Pathway agreements expand, it is critical that Family Studies courses clearly state Student Learning Outcomes. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.

Equal Access and Learning Success: Family Studies programs must focus on recruitment of students and ensure that equal access is provided to all. This includes but is not limited to students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, students with disabilities, and those who select gender imbalanced programs. Faculty must ensure that bias in teaching and instructional material has been avoided and that all students have the opportunity to succeed.

Faculty needs to work cooperatively with college student support programs and services. In-service training is critical to allow faculty to learn strategies which complement student success in learning. Collaborative assignments, multimedia presentations, self-paced learning and module learning are just a few of the teaching modalities that are important to today's classroom. Recruitment and marketing materials should also address these issues.

## **COURSE DESCRIPTIONS, CORE COMPONENTS AND STUDENT LEARNING OUTCOMES**

Course titles and descriptions are suggestions and will vary among campuses. Student Learning Outcomes suggest specific skill sets as they relate to the course content and student qualifications upon course completion. (Core classes are listed in sequential order).

### **Human Development Across the Life Span**

This course focuses on the scientific study of developmental stages and behavior throughout the lifespan. A variety of theoretical perspectives explain and integrate the physical, cognitive and psychosocial dimensions of individuals at each stage. A multidisciplinary, multi-contextual, and multicultural approach illustrates the complexity of influences that shape each person throughout each stage.

#### **Core Components**

- Research methods
- Overlapping contexts and systems
- Cohort influences
- Theories of development
- Prenatal development and birth
- Neonatal and infant development
- Temperament
- Attachment
- Toddler development
- Autonomy and competence
- Early childhood development
- Children as apprentices
- Social skills and play
- Language development
- Gender role development
- The influence of parenting patterns
- School-age development
- The society of children
- Educational policies and methodology
- Stress in childhood
- Adolescence
- Puberty and hormonal influence
- Body image and self-concept
- Reasoning and decision making
- Identity
- Emerging adulthood
- Influence of health habits

The social clock  
Middle adulthood  
Changes in sensory and sexual-reproductive systems  
Cognitive growth and life events  
Adult moral reasoning  
Affiliation and achievement needs  
Family and career dynamics  
Late adulthood  
Theories of aging  
Primary and secondary aging  
Vitality and disability  
Changes in cognition  
Wisdom and dementia  
Death and dying  
Bereavement

**Student Learning Outcomes:**

- Analyze research methods used in the assessment of human development and behavior and evaluate the quality and usefulness of the research
- Recognize and distinguish among the major theoretical perspectives that interpret human behavior and interaction
- Identify, describe and interpret the significance of developmental milestones at each stage of life
- Recognize, interpret and appraise contextual influences on individual development and behavior throughout the lifespan

**Family Relationships**

An introductory course in family and interpersonal relationships. The course provides an overview of historical and current events in the United States in terms of their impact on family development; normative and non-normative stressors affecting family development, family transitions throughout the life cycle, changing family structures, and contemporary family issues.

**Core Components**

Research and theories related to marriage and family  
Sociological and psychological concepts and terminology  
Historical development of family  
Marriage and family in meeting human needs  
Cross cultural variations in family relationships  
Roles and expectations in couple relationships  
Concepts of love and infatuation  
Dating, courtship, engagement

Gender role expectations  
Establishing and maintaining intimacy  
Cohabitation  
Selection of marriage partner  
Sexuality in couple relationships  
Reproduction, birth control, family planning  
Birthing and parenting  
Diverse family structures  
Communication skills  
Marriage enrichment and rebuilding relationships  
Current family issues  
Functional/ dysfunctional families  
Family violence  
Stress and conflict management  
Terminating relationships

**Student Learning Outcomes:**

- Recognize and define the basic terminology used in family relationship literature
- Summarize the current status of marriage and family patterns and emerging trends
- Identify historical forces on families
- Describe theoretical perspectives for understanding family development and analyze factors affecting stability of families

**Life Management**

Life Management provides individuals with skills for understanding and using resources for effective functioning now and in the future. Explores theories of management including Maslow's Hierarchy of Needs and systems theory, and how they apply to the daily use of one's resources including time, energy, abilities, and money. In addition, to the major topics listed below the course explores the effect of cultural factors and future trends on goals, values, standards, and time management.

**Core Components**

Values, Goals, and Standards  
Motivation and Procrastination  
Thinking Skills and Decision Making  
Study Skills and Learning Styles  
Education Planning  
Career Planning  
Time Management  
Money and Credit Management  
Changing Habits

Eating Well  
Staying Healthy  
Communication Skills: Listening, Speaking, and Diversity  
Getting Along with Others  
Negotiation and Conflict Resolution  
Functioning in Groups  
Delegation  
Handling Change and Stress

**Student Learning Outcomes:**

- Students will be able to increase their skills in the area of time management
- Students will be able to develop a personal mission statement
- Students will be able to identify and prioritize short term, intermediate and long term goals
- Students will be able to develop a personal and/or family budget

**Introduction to Human Services**

This course introduces students to the human services profession, from its various practice methods to its theoretical and conceptual approaches. Selected research in the field is reviewed with the goal to provide the student a foundation for further study and professional/career development. An assortment of themes are covered including the origin and scope of human services, the functions and activities of human services organizations, the roles and related skills of human services workers, current social and professional issues facing the human services workers and various target populations. Professional, ethical, and theoretical issues surrounding the human services field are also discussed. Students will become familiar with the wide diversity of human service related careers.

**Core Components**

History of Human Services  
Communication skills  
Personal development  
Biological/medical theoretical influences  
Psychoanalytic theories  
Family theories  
Cognitive theories  
Behavioral theories  
Gestalt theories  
Existential/Humanistic theories  
Social/Cultural/Political context of development  
Social ecological model  
Special populations

Assessment and intervention  
Human service delivery  
Stress management  
Ethical issues

**Student Learning Outcomes:**

- Understand the history and development of human services as a profession, the role of the human service professional and the career options that exist in the field
- Critically assess how culture, gender, and socioeconomic differences affect the helping process and identify helping skills and techniques used for working with individuals, families, communities, and organizations
- Identify and apply the basic philosophy, knowledge, skills, legal, and ethical parameters within the profession of human services when evaluating case studies

**Child, Family and Community**

An examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and sociocultural factors.

**Core Components**

Major current and historical theoretical frameworks of socialization  
Interrelatedness of family, school and community as agents of socialization  
The role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, and family dynamics  
Diverse family structures, parenting styles and values  
Teachers' and caregivers' influences on children and families  
Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children  
Factors contributing to resiliency in children  
The influence of adults' personal experience and family history on relationships with children and families  
The role of group child care and early schooling  
The teacher's role in researching the needs and family contexts of dual language learners, in particular

**Student Learning Outcomes:**

- Analyze theories of socialization that address the interrelationship of child, family and community
- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families
- Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities

**Work-site Learning/Work Experience**

This course allows the student to apply the knowledge and skills acquired in a Family Studies program in a supervised experiential-learning environment. The student will gain hands-on experience necessary for the enhancement of soft skills, including communication and critical thinking, and translate classroom knowledge into practical applications.

**Core Components**

Communication skill development  
Conflict resolution  
Time management  
Professional demeanor  
Group process  
Team participation  
Leadership  
Diversity and cultural competence development  
Information acquisition and use  
Organizational dynamics  
Resource development  
Social organization systems  
Consumer relations

**Student Learning Outcomes:**

- Transfer, apply and augment classroom learning by gaining entry level practical experience within a Human Services agency or nonprofit organization
- Demonstrate how work-site experience, and related leadership skills and expertise, are necessary for career development in Family Studies
- Enhance professional skill development appropriate to the field through observation, analysis and application of accepted standards and practices
- Utilize networking opportunities with the workplace to gain exposure and gather information about future career options

**Suggested Courses to Enhance the Family Studies Program Core:** (listed in recommended priority order)

### **Dynamics of Family Relationships**

A study of the family as a network of interlocking relationships in which each member is intimately linked in a powerful way with every other member. Healthy patterns of involvement and interaction will be stressed. Problems that stem from developmental or situational challenges, as well as emotional and biochemical issues, will be examined with the overall focus of strengthening family function and sustainability.

### **Core Components**

- Individual and family value systems
- Family structure and diversity
- Gender, ethnic, racial, religious and age factors
- Immigrant families
- Single parent families
- Stepfamilies and co-parenting
- Intergenerational families
- Serial relationship families
- Other non-traditional families
- Patterns of communication
- Patterns of conflict resolution and problem solving
- Dynamics of power and decision-making
- Cost/benefit analysis of strategies and relationships
- Boundaries and support systems
- Developmental tasks of families
- Family function and household division of labor
- Patterns of attachment/attachment disorders
- Patterns of parenting
- Child care dilemma
- Pressures, interference from extended family
- Relationship rivalry or solidarity
- Sandwich generation
- Elder caregiving and stress
- Situational or enduring crises within families
- Generational poverty
- Acute economic crises—unemployment, homelessness
- Cultural and health inequities
- Family violence/victimization
- Addiction/Recovery influences
- Resiliency and informal social support
- Coping and survival strategies
- Community resources

**Student Learning Outcomes:**

- Recognize and evaluate changing social and global influences that impact family relationships in the twenty-first century
- Examine family interaction patterns with the intent of identifying specific individual roles, paradigms and behaviors that lead to the strengthening or weakening of close relationships
- Evaluate situational crises in families by assessing the constraints and opportunities, in combination with a particular set of family dynamics, and focusing on maximizing the family's sense of control

**Sociocultural Context of Development**

This course investigates the impact of social, psychological, and cultural contexts in shaping individual development. Emphasis is placed on socialization and the cultural influences within the process including ethnic identity, diverse families, socioeconomic status, gender roles, peers, and community.

**Core Components**

Research and methodology in sociocultural development  
The socialization process  
Goals of socialization  
Personal, social, cognitive, emotional development  
Language development  
Gender role development  
Values and morals  
The context of development and the variations within  
family  
child care and preschool  
schools and teachers  
peers  
mass media  
community  
region  
nation  
globally

**Student Learning Outcomes:**

- Describe and assess the role of socioeconomic factors in an individual's development including family, community, education, peers, media and ethnic factors
- Discuss and evaluate the similarities and differences between at least two cultures in the United States and their impact on the families

- Apply and evaluate developmental milestones and sociocultural factors in an analysis of your own childhood and adulthood

## **Adolescent Development**

A study of the physical, cognitive, social, and emotional development that takes place during the years between childhood and adulthood. A thorough investigation into the compounding changes that create challenges throughout this period will provide a foundation for understanding adolescent thought and behavior within a variety of contexts.

### **Core Components**

Theories of development  
 Methods of inquiry  
 Physical growth and development  
 Hormonal changes  
 Sexual maturation  
 Sexual activity, risks and consequences  
 Individual differences in maturation  
 Nutritional needs and health  
 Eating disorders  
 Substance use and abuse  
 Brain development and thought  
 Abstract reasoning and metacognition  
 Adolescent egocentrism  
 Problem solving and decision-making  
 Academic transitions  
 Achievement and dropping out  
 Changes in self concept and self esteem  
 Identity formation  
 Gender, racial and ethnic influences in identity formation  
 Moral reasoning and behavior  
 Social contexts and challenges  
 Family relationships during adolescence  
 Peer relationships and pressure  
 Cliques, crowds and gangs  
 Popularity, intimacy, entertainment and prestige  
 Conduct problems and delinquency  
 Depression and suicide  
 Prevention and treatment

**Student Learning Outcomes:**

- Recognize and distinguish among the major theoretical perspectives that interpret adolescent behavior and interaction via case studies
- Identify, describe and interpret the significance of adolescent developmental milestones within the physical, cognitive, social and emotional domains using case studies
- Recognize, interpret and appraise contextual influences on individual development and behavior in the adolescent when given case studies

**Adult Development and Aging**

This course focuses on the sources of both change and continuity within the developmental framework of adulthood. Examination of current literature and research on the biological, cognitive, psychological and social dimensions of adult development will be covered. Gains and losses in physical and mental health, interpersonal well-being, social roles, personality, and motivation will add insight into the stresses of life experiences and the resiliency of the human spirit.

**Core Components**

Myths and realities of aging  
Biological, cognitive, psychological, and social aspects of adulthood  
Health and health disorders  
Longevity, health and wellness  
Memory, intellect, creativity, and wisdom  
Cognitive impairments, including dementia  
Roles and relationships  
Friendships and family ties  
Personality and motivation  
Stress and coping  
Death and dying  
Individual differences in adulthood  
Cultural/ethnic differences in adulthood

**Student Learning Outcomes:**

- Analyze research methods used in the assessment of adult development and behavior and evaluate the quality and usefulness of the research
- Recognize and distinguish among the major theoretical perspectives that guide understanding of adult developmental stages and behavior
- Identify and appraise the significance of contexts, experiences, patterns, and trajectories that contribute to both successful and unsuccessful adult developmental outcomes

## **Introduction to Gerontology**

Overview of social, economic, biological and psychological functions of aging. Exploration of issues of the aged with emphasis on consumerism, housing, health, leisure time, family roles, retirement, widowhood and sexuality.

### **Core Components**

Aging from a multi-disciplinary perspective  
Effects of the stereotypes and societal images of aging  
Biological, psychological, and social changes  
Stress factors of aging  
Mental health  
Development of positive attitude toward aging  
Coping skills for aging  
Scams/ frauds/ consumerism  
Meeting the needs of the aging adult  
Caregiving  
Death and dying  
Wellness and fitness for active aging  
Nutritional needs of elders  
Recreation and leisure activities  
Older workers

### **Student Learning Outcomes:**

- Assess the overall well-being of an older person
- Compare and contrast variations in patterns of aging over time, across cultures, between sexes, and among birth cohorts, ability levels, etc.
- Analyze current aging-related issues and synthesize emerging aging-related trends
- Explain the impact of current and expected biological, cognitive, economic and interpersonal influences on the individual and how their environment may be adapted to improve quality of life

## **PROGRAM DEVELOPMENT AND REVIEW**

### **Professional Standards for College Faculty and Staff**

Dedicated, enthusiastic and innovative faculty and direct service staff (e.g., academic advisors, career and transfer center counselors, and disabled student services) are major resources in community college education. They provide guidance to students and support their academic goals of completing their certificate, AA/AS or transfer to four year universities.

Family Studies faculty must meet the hiring requirements (AB 1725) for community colleges as established by the State of California and follow the California Community Colleges, Chancellor's Office guidelines. The document, *Minimum Qualifications for Faculty and Administrators in California Community Colleges* identifies hiring criteria. In addition, it is strongly recommended that faculty has current work experience directly related to the courses that they teach. It also can be valuable for faculty to have access and ongoing contact with children, families, or older adults in their related field, such as supervising students in subject-related field experience or practicum in community or campus settings.

Evaluation of faculty should be done on a regular basis, according to the standards specified by each college. Faculty should be encouraged to participate in staff development and continuing education activities in teaching enhancement, technology utilization, and involvement in professional and community organizations.

### **Program Review**

Colleges and faculty have the obligation to keep programs current and relevant. Many campuses have individual Program Review formats and processes that allow local colleges to assess program strengths and to target areas for improvement. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

One way to assess the effectiveness of a course or program is the use of Student Learning Outcomes (SLOs). Faculty must create SLOs (see prior examples) for each course of a Program of Study, as well as for the program as a whole. Course assignments and assessment tools should then be created to assist in implementing SLOs and determine if the desired outcomes are met. Research departments may provide assistance with evaluation and feedback.

### **Professional Organizations**

Professional and trade organizations provide a valuable resource for program content, relevance to the field, student experiences and networking. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Family and Consumer Sciences Program Plan*. Journals published by the professional organizations and other publications, such as *On the Capitol Doorstep*, can assist faculty and staff to continue professional growth, and reflect current practices.

Faculty membership and participation in relevant professional organizations is encouraged. These might include:

<b><u>TAACF</u></b>	<u>The American Association for Caregiver Education</u>
<b>AAFCS</b>	<u>American Association of Family and Consumer Sciences</u>
<b>AAFCS-CA</b>	<u>American Association of Family and Consumer Sciences- California Affiliate</u>
<b>AAHE</b>	<u>American Association for Health Education</u>
<b>AAMFT</b>	<u>American Association for Marriage and Family Therapy</u>
<b>ACCI</b>	<u>American Council on Consumer Interest</u>
<b>ACA</b>	<u>American Counseling Association</u>
<b>AMHCA</b>	<u>American Mental Health Counselors Association</u>
<b>APA</b>	<u>American Psychological Association</u>
<b>ASA</b>	<u>American Society on Aging</u>
<b>ASA</b>	<u>American Sociological Association</u>
<b>ACTE</b>	<u>Association for Career and Technical Education</u>
<b>ACEI</b>	<u>Association for Childhood Education International</u>
<b>APT</b>	<u>Association for Play Therapy</u>
<b>CAMFT</b>	<u>California Association of Marriage and Family Therapists</u>
<b>CCFC</b>	<u>First 5 California/California Children and Families Commission</u>
<b>CCCAOE</b>	<u>California Community College Association of Occupational Educators</u>
<b>CCFR</b>	<u>California Council on Family Relations</u>
<b>CChFP</b>	<u>Careers in Child and Family Policy</u>
<b>CFLF</b>	<u>Certified Family Life Educator</u>
<b>CFC</b>	<u>Child Life Council, Inc.</u>
<b>CWLA</b>	<u>Child Welfare League of America</u>
<b>COAMFTE</b>	<u>Commission on Accreditation for Marriage and Family Therapy Education</u>
<b>CACREP</b>	<u>Council for Accreditation of Counseling and Related Educational Programs</u>
<b>FCCLA</b>	<u>Family, Career and Community Leaders of America</u>
<b>GU</b>	<u>Generations United</u>
<b>GSA</b>	<u>Gerontological Society of America</u>
<b>IARR</b>	<u>International Association for Relationship Research</u>
<b>TNAGCM</b>	<u>The National Association of Geriatric Care Managers</u>
<b>NASW</b>	<u>National Association of Social Workers</u>
<b>NBCC</b>	<u>National Board of Certified Counselors</u>
<b>NCCIC</b>	<u>National Child Care Information Center</u>
<b>NCFR</b>	<u>National Council on Family Relations</u>
<b>NFCA</b>	<u>National Family Caregiver Association</u>
<b>SRA</b>	<u>Society for Research on Adolescence</u>
<b>SRAD</b>	<u>Society for Research on Adult Development</u>
<b>SRCD</b>	<u>Society for Research on Child Development</u>
<b>SWSSJO</b>	<u>Social Work and Social Services Jobs Online</u>
<b>ZTT</b>	<u>Zero to Three</u>

Student membership in student chapter affiliations with relevant professional organizations might be appropriate for some programs.

### **Advisory Committee**

Advisory committees for Family Studies and program options should include representatives from community agencies and organizations, business and industry, secondary, community college, and four-year institutions, counseling and placement centers, and knowledgeable individuals who are served by the college.

Membership should be diverse and reflect the college community. Membership should reflect the needs of community agencies that will utilize student graduates seeking vocational placement and employment. The purpose of the advisory committee is to coordinate, articulate and communicate common needs, current practices and changing opportunities within the college service area. The committee should advise on current curriculum, transfer/access issues, facilities and equipment and other instructional and support services priorities, which will meet student and community needs.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

### **Equipment and Facilities**

Courses in the field of Family Studies are taught in lecture, discussion, group activity, laboratory and work experience modes. Therefore, it is imperative that programs have adequate classroom and laboratory facilities with equipment comparable to that used within industry. Facilities, support services and equipment include:

- Computers
- Library with print, video and digital media support
- Learning resource centers
- Interactive whiteboards, LCD projectors and other current technological equipment
- WiFi Classroom

### **Marketing and Recruitment**

Marketing and recruitment for programs in Family Studies can be accomplished by the following:

- Describe and illustrate the benefits of the instructional program to both traditional and non-traditional student populations.
- Promote the contribution of the instructional program to members of the college community and other educational institutions, including instructional counseling and support staff.
- Increase linkages with community agencies, businesses and organizations in order to expand educational opportunities, as well as the potential for the employment of students that complete the program.

Techniques for marketing and recruitment include:

- Utilizing student success stories
- Placing "blurbs" in community newspapers about new/ongoing or special classes
- Producing newsletters and fliers as linkages with community agencies
- Initiating outreach within campus community
- Initiating outreach within community including high schools, community agencies and four-year institutions
- Using distance learning
- Forming and maintaining active advisory committees
- Participating in local and regional forums
- Writing columns for local printed media
- Developing and distributing career briefs for the programs in Family Studies
- Creating a website and home page for the program
- Making presentations in the local community
- Supporting students by forming and advising student clubs/organizations
- Networking with local professionals via organizations

Student Clubs: A student club within Family Studies can provide enhanced opportunities for students to network with one another, strengthen cohort ties, develop leadership and organizational skills, and mentor one another in program requirements. The bonds that develop may carry over into the workplace. Marketing opportunities expand dramatically with student club involvement. In fact, a student club often becomes the strongest advocate for the program itself.

Student club activities can also augment curricula offerings by sponsoring agency guest speakers on campus, coordinating tours of community programs, and staffing information booths at local resource and job fairs. Former student club members will often be an information pipeline with regard to prospective job openings within agencies and businesses.

## **Placement and Follow-up**

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary for employment including use of resources, interpersonal skills and that transfer courses are articulated at all educational levels.

Faculty in Family Studies programs should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program, high school and other two- and four-year colleges striving to meet the goals identified in this *Family and Consumer Sciences Program Plan*.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Data covering job placement and relevance of program can be collected. Instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relationship of curriculum to job performance skills.

Questionnaires or surveys also assist in accountability and can be administered to students upon completion of the program or at a specified time after completion. Industry salaries and benefits are variables out of the control of teaching programs and can account for some trained students leaving the field. These factors are irrespective of job satisfaction related to the training issue. However faculty must continue to advocate for higher compensation and benefits for all providers.

Many colleges have alumni groups that are a useful resource for tracking former students and for promoting programs. In addition, the student accountability models and MIS data are sources for student follow-up data.

Faculty should work closely with the career and placement centers/services on campus to be aware of opportunities for their students. Efforts should be made to communicate/articulate with resource and referral agencies, family service agencies and agencies placing home care aides, which might offer additional opportunities for students.