



Course Information

A: Division: Applied Programs
B: Department: Child, Family & Community Studies
Program: CYCC, CSW, CSSW, VLIT, ECE

Date: May 10, 1993
New Course: X
Revision of Course Information Form:
Dated:

C: CFCS 110 **D: Introduction to Community** **E: 3**

Subject & Course No. **Descriptive Title** **Semester Credit**

F: Calendar Description: This course will focus on the development of a personal, professional identity through the examination of professional roles in education and human services. Students will explore and reflect on historical perspectives and ethical decision making. Current legal and policy trends will be discussed in relation to significant social and cultural issues such as gender roles, multiculturalism, poverty and empowerment.

Summary of Revisions:
 (Enter date & section)
 Eg. Section C,E,F

G: Type of Instruction: Hours per Week/per Semester

H: Course Prerequisites:

Lecture	60	Hrs.
Laboratory		Hrs.
Seminar		Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other		Hrs.
TOTAL	60	HOURS

Nil

I: Course Corequisites:

Nil

J: Course for which this Course is a Prerequisite:

Nil

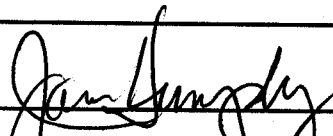
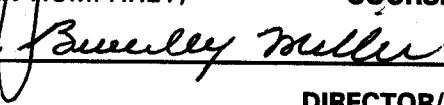
K: Maximum Class Size:

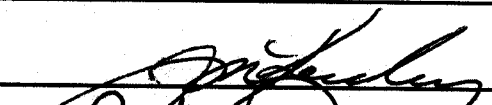
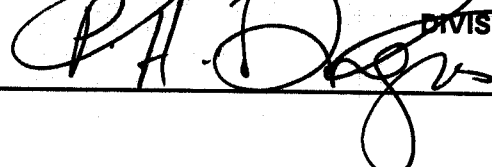
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L: College Credit Transfer
 College Credit Non-transfer

M: Transfer Credit:
Requested:
Granted:
 Specify Course Equivalents or Unassigned Credit as Appropriate:

U.B.C.
 S.F.U.
 U. Vic.
 Other:


 (JAN HUMPHREY) **COURSE DESIGNER(S)**

DIRECTOR/CHAIRPERSON


DIVISIONAL DEAN

REGISTRAR

N Textbooks and Materials to be Purchased by Students**T.B.A.****Major Concepts:** *global ideas that guide the design and delivery of the course.*

1. Economic justice, appreciation of diversity, encouragement and respect for self determination, the ethical use of power, and the absence of violence combine to form a strong and healthy community.
 2. Exploring & reflecting on one's own experience as a member of a community is fundamental to determining how a person will work with others because acknowledging and sharing one's experiences leads to claiming personal power and precedes the empowerment of others.
 3. Communities have many resources. Through collaborative work, communities have power, the capacity to effect change, and the ability to take care of their own members. Before one can engage in collaborative relationships, however, s/he must have moved from dependence, through independence, and into interdependence.
 4. Analytical thinking (i.e. making comparisons, analyzing information, making and reflecting on choices, and drawing conclusions) and clear, effective articulation of ideas in a variety of formats and settings are essential to effective practice and community involvement.
 5. In addition to knowing the standards of the field or the expectations of one's employers, it is critical that practitioners reflect on the life, educational experiences, values, and beliefs of themselves and others to develop a personalized set of values they can apply to their practice.
 6. Professional practice requires an understanding of ethical principles and their application to decisions and actions taken. Ethical decision making requires continual reflection, self examination and on-going values clarification.
 7. By making a commitment to become active, ethical change agents within the political, educational and social service systems, practitioners can contribute to the development of a healthy community .
 8. The knowledge of how systems function facilitates the building of stronger communities since practitioners work and live within systems.
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9. The systems within which practitioners work are imperfect and frustrating. Practitioners need to actively keep abreast with, reflect on, and apply trends in their field of practice, develop a personalized model of professional practice, and maintain balance in their lives in order to sustain and renew themselves in their work.
10. It is critical that practitioners understand recognized lines of authority, their personal and professional limitations, as well as their abilities and responsibilities. They must effectively use a myriad of community resources and appropriately refer clients and colleagues.
11. Knowing the history of the social service field and service delivery is necessary to understand what has been, what is, and what is to come.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, e.g.. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.