



EFFECTIVE: MAY 2004
CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **May 2004**

B. Department / Program Area: **Faculty of Child, Family and Community Studies** Revision New Course
CCSD, CYCC, CSSW, ECE, INTR

If Revision, Section(s) Revised: **C, G, L**

Date of Previous Revision: **August 2003**

Date of Current Revision: **01 January 2004**

C: **CFCS 1221** D: **Wellness: Self and Professional Practice** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course emphasizes a developmental approach to self-awareness and professional practice. It provides students with a framework to explore community wellness themes.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites:
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Discussion	I: Course Corequisites: None
	Number of Contact Hours: (per week / semester for each descriptor) 30 hours	J: Course for which this Course is a Prerequisite CCSD 340 or CCSD 2340
	Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks	K: Maximum Class Size: 30
L:	PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <p>I. Demonstrate ability to integrate wellness into day-to-day life</p> <ol style="list-style-type: none"> 1. Develop a personal wellness plan, including stress management 2. Practice and document personal wellness plan during semester 3. Self evaluate an experience with reflective writing, designing and maintaining a personal wellness plan and group wellness presentation 4. Apply theories of wellness to one's own experience. <p>II. Lead a wellness activity</p> <ol style="list-style-type: none"> 1. Work with student colleagues on a wellness presentation project 2. Research a wellness topic with student colleagues 3. Practice group process skill 4. Work effectively as a team member 5. Present wellness to others <p>III. Demonstrate strategies for managing personal and professional boundaries</p> <ol style="list-style-type: none"> 1. Develop understanding of professional boundaries 2. Apply knowledge of boundaries to professional practice <p>IV. Relate reflective writing skills to professional practice</p> <ol style="list-style-type: none"> 1. Practice reflective writing skills in wellness plan 2. Learn about the different types of reflective writing used in field work <p>V. Demonstrate knowledge of self-awareness in professional practice</p> <ol style="list-style-type: none"> 1. Write about self-awareness in wellness plan 2. Apply knowledge of self to professional role. 						
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> • Maintenance of personal wellness is an essential component of the human services practitioner • One's personal state of wellness (or lack of) influences one's ability to deliver services to others • Wellness is a choice, involving self-awareness, values clarification and self-responsibility • Wellness includes team building and decision-making • One builds a sense of wellness from personal experience and an integration of the theories of wellness into one's professional role • Ongoing practice of wellness can prevent "burn-out" in the human services profession. 						
O:	<p>Methods of Instruction</p> <p>Lecture</p> <p>Group work</p> <p>Experiential classroom activities</p> <p>Student presentations</p> <p>Guest speakers</p> <p>Audio-visual presentations</p>						
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>						
Q:	<p>Means of Assessment:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Personal Wellness Plan</td> <td style="width: 50%;">Participation</td> </tr> <tr> <td>Group Presentation</td> <td>Other</td> </tr> <tr> <td>Self-evaluation</td> <td></td> </tr> </table>	Personal Wellness Plan	Participation	Group Presentation	Other	Self-evaluation	
Personal Wellness Plan	Participation						
Group Presentation	Other						
Self-evaluation							
R:	<p>Prior Learning Assessment and Recognition:</p> <p>This course is available for PLAR.</p>						

Course Designer(s) **Nancy Newman, Carol Howorth,
Bruce Hardy, Richard Norman.**

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar