



Course Information

douglas college

A: Division: Applied Programs **Date:** 11 Feb. 1997

B: Department: Child, Family and Community Studies **New Course:**

Program: Child and Youth Care Counsellor, Community Support Worker, Community Social Service Worker, Early Childhood Education, Sign Language Interpreter Training **Revision of Course Information form:** X

Dated: 2 Oct. 1995

C: CFCS 410 **D:** Advanced Issues: Reflection and Integration **E:** 3

Subject & Course No.	Descriptive Title	Semester Credit
F: Calendar Description: This course explores how practitioners respond to and influence change within the community. Students will have an opportunity to explore, at an advanced level, issues of diversity, collaboration, idealism, ethics and advocacy in the expression of their personal model of professional practice.	Summary of Revisions: (Enter date & section) Eg: Section C,E,F Section H - 4 March 1994 Section H - 2 October 1995 Section H - 11 February 1997	
G: Type of Instruction: Hours per Semester Lecture\Practice: 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 Hrs.	H: Course Prerequisites: CFCS 110 only for INTR students; CFCS 110 and ECED 382 or CSWK 340 or CYCC 331 or CSSW 340 or permission of program coordinator I: Course Corequisites: For INTR students - INTR 340 or INTR 440 J: Course for which this Course is a Prerequisite: Nil K: Maximum Class Size: 30	
L: College Credit Transfer <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/>	M: Transfer Credit: Requested: <input type="checkbox"/> Granted: <input type="checkbox"/> Specify Course Equivalents or Unassigned Credit as appropriate: U.B.C. S.F.U. U.Vic. Other	

(A (Etmanski & Pat Brown) Course Designer(s)

Dean

Vice President, Instruction

Registrar

**N: Textbooks and Materials to be Purchased by Students
(Use Bibliographic Form):**

A selection of readings will be made available to the students.

Major Concepts: *global ideas that guide the design and delivery of the course*

The following global ideas guide the design of this course.

1. Recognition and appreciation of diversity is fundamental for the development of a strong community. All individuals are respected and viewed with equal status because of the belief that the community is strengthened by the gifts, talents and abilities of all of its citizens.
2. Cooperation and collaboration provide a firm base for personal and social change.
3. People who nurture commitment and connectedness in their personal lives, on the job and in the community maintain their enthusiasm, creativity and energy.
4. Believing in personal power and understanding its source is the basis of change.
5. Practitioners who actively keep abreast of, reflect on, and apply trends in their field of practice and who can articulate and apply a personalized model of professional practice are able to sustain and renew themselves in their work.
6. Practitioners can positively affect their field of practice by understanding systems and how power operates in organizations and communities.
7. Professional practice requires critical thinking and the application of ethical principles in making decisions and taking action.
8. A practitioner must know how to effectively use and refer others to a myriad of informal and formal community resources.
9. Human services are a secondary medium for helping people. The primary medium of support in our community is social networks. Understanding the limitations of professional intervention improves professional accountability.

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, i.e. 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.