



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

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

B. Department / Program Area: **Faculty of Child, Family and Community Studies
 Child and Youth Care Counsellor** Revision New Course

If Revision, Section(s) C, D, F, H, I, J, G, M, N, O, Q Revised:
 Date of Previous Revision: 26 January, 2004
 Date of Current Revision: **E: 3.0**

C: CYCC 1141 **D:** Introduction to Practice for Child and Youth Care Counsellors

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This course provides an introduction to child and youth care practice. Students will examine the role of the child and youth care counsellor in a broad range of settings. Students will develop observation skills including information gathering, reflection and interpretation. Individualized planning skills will be introduced and practiced in this course.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: Enrollment in CYCC Program or permission of Coordinator
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture	I: Course Corequisites: None
	Number of Contact Hours: (per week / semester for each descriptor) 60 hours	J: Course for which this Course is a Prerequisite CYCC 1240
	Number of Weeks per Semester: 15 weeks	K: Maximum Class Size: 30
Flexible delivery ranging over 1 to 15 weeks		
L: PLEASE INDICATE:		
<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> <ul style="list-style-type: none"> • Describe the profession of child and youth care, with specific reference to the broad range of settings in which child and youth care workers work • Observe and report on the role of the child and youth care worker in specific child and youth care settings • Describe human interactions verbally, separating observations from inferences • Describe human interactions in writing using the skills of observation, recording, interpreting and reporting • Write an individualized plan for an individual in an child and youth care setting • Discuss the legal and ethical issues in observing and reporting on the lives of others • Discuss the role of the child and youth care worker in writing records on the lives of others • Demonstrate awareness of personal values and filters, preconceptions and biases (through written work and in class discussion) • Link context and events when observing, recording and interpreting • Apply selected models of change in child and youth care situations.
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Child and youth care is a profession which focuses on direct work with children, youth and families in a broad range of settings. 2. Study and observation of skilled practitioners provide insight into roles, responsibilities and contexts of practice. 3. The purpose of observation is to be more effective in responding to others. 4. Observation is dynamic and continuous, formal and informal. Observation skills include observing, recording, interpreting and reporting. 5. Effective observers have clear focus, purpose and intention. They conduct themselves in a legal, ethical and respectful manner. The manner in which observations are recorded, reported and used, influences interpretation of the material collected. Choice of language needs careful consideration, as it influences perceptions and interpretations 6. Observation of and reflection on the self-in-action are integral to on-going practitioner development. Accurate observation requires awareness of personal values and filters, preconceptions and biases. The observer's presence and behaviour affects the situation being observed. 7. Competent practitioners consider different hypotheses when interpreting their observations. Their conclusions are tentative, open to reflection, review and revision. 8. Context and events are linked, thus contextual factors need consideration when observing, recording and interpreting. 9. Positive change in the lives of children and youth happens with support, encouragement, planning, discussion, action and evaluation.
O:	<p>Methods of Instruction</p> <p>Lecture Discussions Field visits</p>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>TBA Other texts and materials as assigned.</p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations selected from the following:</p> <ol style="list-style-type: none"> 1. Collaborative learning

2. Research Essays and reports
3. Field research
4. Participation
5. Attendance
6. Examinations

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.
This course is open for PLAR.

Course Designer(s) Gary Tennant

Education Council / Curriculum Committee Representative

Dean: Jan Lindsay

Registrar