





# Course Information


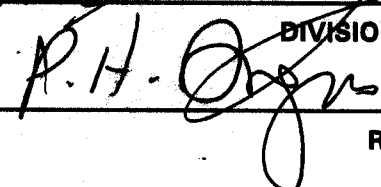
**A: Division:** Applied Programs  
**B: Department:** Child, Family and Community Studies  
**Program:** Child and Youth Care Counsellor

**Date:** 12 November 1993  
**New Course:** X  
**Revision of Course Information Form:**

**C: CYCC 220**                      **D: Counselling Children and Youth**                      **E: 3**

Subject & Course No.	Descriptive Title	Semester Credit																																	
<b>F: Calendar Description:</b> This course is designed to introduce students to the basic theory and practice of counselling. The use of active listening skills and the development of accurate empathy are emphasized. From the perspective of the practice of Child and Youth Care, students will learn ways of helping and supporting children and youth to explore their issues and to cope with related feelings.		<b>Summary of Revisions:</b> (Enter date & section) Eg. Section C,E,F																																	
<b>G: Type of Instruction: Hours per Week/per Semester</b>  <table border="0"> <tr><td>Lecture</td><td>60</td><td>Hrs.</td></tr> <tr><td>Laboratory</td><td></td><td>Hrs.</td></tr> <tr><td>Seminar</td><td></td><td>Hrs.</td></tr> <tr><td>Clinical Experience</td><td></td><td>Hrs.</td></tr> <tr><td>Field Experience</td><td></td><td>Hrs.</td></tr> <tr><td>Practicum</td><td></td><td>Hrs.</td></tr> <tr><td>Shop</td><td></td><td>Hrs.</td></tr> <tr><td>Studio</td><td></td><td>Hrs.</td></tr> <tr><td>Student Directed Learning</td><td></td><td>Hrs.</td></tr> <tr><td>Other</td><td></td><td>Hrs.</td></tr> <tr><td><b>TOTAL</b></td><td><b>60</b></td><td><b>HOURS</b></td></tr> </table>		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.	<b>TOTAL</b>	<b>60</b>	<b>HOURS</b>	<b>H: Course Prerequisites:</b> CFCS 120  <b>I: Course Corequisites:</b> Nil  <b>J: Course for which this Course is a Prerequisite:</b> CFCS 320  <b>K: Maximum Class Size:</b> 30
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<b>L: College Credit Transfer</b> College Credit Non-transfer		<b>M: Transfer Credit:</b> <b>Requested:</b> <b>Granted:</b> Specify Course Equivalents or Unassigned Credit as Appropriate:  U.B.C. S.F.U. U. Vic. Other:																																	

  
 (DAVE BURGESS/  
 GARY TENNANT)  
 COURSE DESIGNER(S)  
  
 DIRECTOR/CHAIRPERSON

  
 DIVISIONAL DEAN  
  
 REGISTRAR

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

Shulman, Lawrence, The Skills of Helping Individuals, Families and Groups, (3rd Ed.), Peacock, 1992.

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

1. The development of a working relationship is central to the effective counselling of children and youth.
2. The elements of respect, genuineness and mutuality are core elements in the counselling process.
3. Counselling children and youth is a highly client-centered process which acknowledges each child or youth as the expert in relation to his or her life experience.
4. Counselling children and youth is holistic and systemic; it takes into account all aspects of the individual and all of his or her important systems.
5. Counselling children and youth is developmental. Success at any given stage is dependent upon the degree to which the tasks of the previous stage have been dealt with effectively.
6. Counselling children and youth may be characterized as thematic, both in terms of the themes central to the life of a specific client and as related to the themes which are central to the life and work of the practitioner.
7. The process of counselling children and youth is aimed at the development of insight and understanding into the self, others, and the relationship between self and others.
8. The process of counselling children and youth includes helping the client move from discussion or insight and understanding to action which will enable the client to interact more effectively with his or her important systems.
9. The process of child and youth care counselling is skill based. The effective counsellor understands counselling skills and is able to use them intentionally while remaining genuine and personal in his or her interaction with the client. The process of counselling children and youth is an active one. In addition to discussion it may include other activities and methodologies.

## **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.