



Course Information

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

Date: June 21, 1993

New Course:

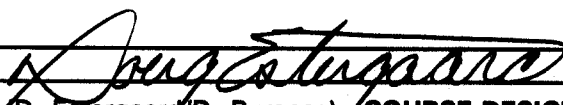
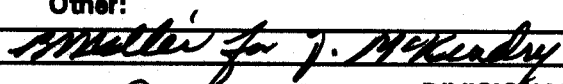

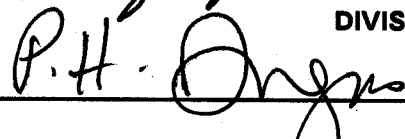
Revision of Course
Information Form:

Dated: January, 1988 ^X

C: CYCC 250

D: Supporting Behavioural Change

E: 3

Subject & Course No.	Descriptive Title	Semester Credit
F: Calendar Description: This course is designed to provide the student with an understanding of a variety of approaches to supporting behavioural change, including: Behaviour Modification, Adlerian Theory and Reality Therapy. The application of these approaches to child and youth care practice will be examined. Techniques used in observing, measuring, and changing behaviour will be discussed. Particular emphasis will be placed on skills used in working with clients to develop new adaptive and socially acceptable behaviours.		Summary of Revisions: (Enter date & section) Eg. Section C,E,F Replaces CCC 101. These course numbers are linked (CCC 101 = CYCC 250)
G: Type of Instruction: Hours per Week/per Semester		H: Course Prerequisites:
Lecture 60 Hrs.		NIL
Laboratory Hrs.		
Seminar Hrs.		I: Course Corequisites:
Clinical Experience Hrs.		NIL
Field Experience Hrs.		
Practicum Hrs.		J: Course for which this Course is a Prerequisite:
Shop Hrs.		NIL
Studio Hrs.		
Student Directed Learning Hrs.		K: Maximum Class Size:
Other Hrs.		30
TOTAL 60 HOURS		
L: College Credit Transfer		M: Transfer Credit:
College Credit Non-transfer X		Requested: X Granted:
		Specify Course Equivalents or Unassigned Credit as Appropriate:
		U.B.C. S.F.U. U. Vic. X Other:
 (D. Estergaard/D. Burgess) COURSE DESIGNER(S)	 DIVISIONAL DEAN	
 DIRECTOR/CHAIRPERSON	 REGISTRAR	

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

T.B.A.

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

1. All behaviour is an attempt to communicate. The same behaviour may result from very different motivations. Behaviour needs to be understood in relation to the individual client.
2. The goal of behaviour management is long term adaptive change rather than immediate control. An effective intervention is a vehicle for learning and growth.
3. A respectful relationship is a necessary precursor to effective behaviour management.
4. Behaviour management is part of an overall systemic strategy of therapeutic intervention.
5. Behaviour management is something that is done for the client and with the client rather than to the client.
6. Limit testing is a normal and healthy mode of learning. Clear and reasonable limits reflect caring and safety.
7. Any behavioural change must ultimately be in the best interest of the client, not for the convenience of the systems to which the client relates.
8. All interventions need to be ethical and respectful. All behaviour management processes need to be open to public and professional review.
9. Behavioural interventions need to be sensitive and appropriate to the cultural context in which they occur.
10. Choices empower both clients and counsellors. The person with the most power is the one with the most choices.
11. Self knowledge is crucial to understanding the impact of self on others and the impact of others' behaviour on self.

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.**