



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A.	Division: Instruction	Effective Date: Sept., 2004
B.	Department / Program Area: Faculty of Child, Family and Community Studies Child and Youth Care Counsellor Program	Revision <input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/> New Course <input style="width: 40px; height: 40px; border: 1px solid black; text-align: center; margin-left: 20px;" type="text"/>
		If Revision, Section(s) Revised: Date of Previous Revision: Date of Current Revision:
C:	CYCC 2211	D: Professional Community: Policies, Standards, Children and Families E: 3.0

Subject & Course No.		Descriptive Title		Semester Credits							
F: Calendar Description: This course will examine policy, legislation and standards with specific application to child and youth care services in British Columbia. Students will have an opportunity to explore the application of policy, legislation and standards in the lives of children, youth and families.											
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week / semester for each descriptor) 60 hours Number of Weeks per Semester: 15 weeks Flexible delivery ranging over 1 to 15 weeks		H: Course Prerequisites: Nil									
		I: Course Corequisites: None									
		J: Course for which this Course is a Prerequisite None									
		K: Maximum Class Size: 30									
L: PLEASE INDICATE: <table><tr><td><input type="checkbox"/></td><td>Non-Credit</td></tr><tr><td><input type="checkbox"/></td><td>College Credit Non-Transfer</td></tr><tr><td><input checked="" type="checkbox"/></td><td>College Credit Transfer:</td></tr></table> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)						<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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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"> • Examine current policy issues in child welfare, education and youth justice specific to the needs of children, youth and families • Examine organizational procedures and structures of child welfare agencies • Examine school organizational procedures and structures as they affect children, youth and families with specific needs and/or issues • Understand how the youth justice system connects with the child welfare system • Illustrate and discuss the network of child welfare, education and youth justice services • Discuss the history of the child and youth care profession in relation to current policy, legislative and organizational issues • Discuss professional and employment policies, issues and procedures in the child and youth care work place • Reflect on personal and professional values in the context of current child and youth care policy issues • Apply knowledge of specific policies, legislation and procedures governing child welfare, youth justice and education to individual situations • Develop an informed position from which to engage in an advocacy position for the needs of children, youth and families.
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. An examination of current issues in child welfare, education and youth justice stimulates the development of, and reflection on, personal and professional values. 2. Child welfare, youth justice and education legislation and policies are based on guiding principles that contain value statements and assumptions about the needs of children, youth and families. As child and youth care workers examine these values and assumptions, they develop an understanding of the meaning of their work, an ability to evaluate current policy and an informed opinion from which to engage in the change process where necessary. 3. Knowledge of specific policies, legislation, organizational procedures and structures of specific child welfare and educational systems facilitates effective child and youth care work. Practitioners who understand the systems in which they work are able to access resources and make effective use of the network of services and agencies. 4. Knowing the history of child and youth care field is necessary to understand what has been, what is, and what is to come. 5. By making a commitment to become active, ethical change agents within the political, educational and child welfare systems, child and youth care counselors can contribute to the development of a healthy community 6. Knowledge of professional and employment policies, issues and procedures prepares child and youth care workers to effectively participate in the workplace.
O:	<p>Methods of Instruction</p> <p>Lecture</p> <p>Discussions</p>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</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:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.</p> <p>This course is open for PLAR.</p>

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Course Designer(s) Gary Tennant

Education Council / Curriculum Committee Representative

Dean: Jan Lindsay

Registrar

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