

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> CYC 125		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> Introduction to Activity-Based Child and Youth Practice																			
<b>Course Short Title (if title exceeds 30 characters):</b> Activity Based CYC Practice																			
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> CYFS																	
<b>Calendar Description:</b> <p>An introduction to the identification, adaptation, and use of arts, games, play, and nature-based experiences in CYC. Theoretical foundations, ethical considerations, and benefits of activity are explored along with aboriginal approaches and inclusionary practices for diverse groups.</p>																			
<b>Prerequisites (or NONE):</b>		Admission to the Bachelor of Arts in Child and Youth Care or permission of the department head.																	
<b>Corequisites (if applicable, or NONE):</b>		None																	
<b>Pre/corequisites (if applicable, or NONE):</b>		None																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		<b>Transfer Credit</b> Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1"> <tr><td>Lecture hours</td><td>9</td></tr> <tr><td>Seminars/tutorials/workshops</td><td>9</td></tr> <tr><td>Laboratory hours</td><td>18</td></tr> <tr><td>Field experience hours</td><td>9</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>45</b></td></tr> </table>		Lecture hours	9	Seminars/tutorials/workshops	9	Laboratory hours	18	Field experience hours	9	Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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<b>Total</b>	<b>45</b>																		
		<b>Maximum enrolment (for information only):</b> 36 <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually																	
<b>Department / Program Head or Director:</b> Dr. Maple Melder-Crozier		<b>Date approved:</b> March 2016																	
<b>Faculty Council approval</b>		<b>Date approved:</b> March 18, 2016																	
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> February 3, 2017																	
<b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass		<b>Date approved:</b> March 18, 2016																	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 24, 2017																	

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Identify age appropriate activities for those served that promote CYC core principles
- Describe opportunities to utilize activities that maximize the principles of inclusion, diversity and indigenous perspectives
- Describe ethical and legal parameters regarding the appropriate and safe implementation of activities
- Explain the basic principles of experiential learning
- Explain principles of transformational change

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lectures, discussion, activities, participation in games

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Rohnke, K	Silver bullets: A revised guide to initiative problems, adventure games, stunts and trust activities	<input checked="" type="checkbox"/>	Project Adventure	2009
2. Schoel, J & Maizell, R	Exploring islands of healing: New perspectives on adventure based counselling	<input checked="" type="checkbox"/>	Kendall Hunt	2002
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)****Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	30%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	20%	Lab work:	40%	Field experience:	10%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):**

**Typical Course Content and Topics**

Introduction to group theory  
 Planned activities and their therapeutic benefits  
 Exploration of activities in CYC practice  
 Identification and utilization of ice breakers and ending activities  
 Utilization of experiential activities for learning and transformational change  
 Exploration of risk and its therapeutic benefits  
 Forming a group  
 Norms in a group  
 Inclusion of all members of a group  
 Building an activity plan  
 Strategies to implement recreational activities  
 Adapting activities to meet unique needs of individual children and youth