

## 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 220		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Applying Change Theory in Child and Youth Care Practice. <b>Course Short Title:</b> Change Theory in CYC <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> CYFS															
<b>Calendar Description:</b> Introduces theories of planned change within the context of key perspectives of CYC practice. Fundamental assumptions within each theory are critically examined for relevance with diverse populations, and students will discover their own approaches to intentional use of theory within a decolonized CYC praxis.																	
<b>Prerequisites (or NONE):</b>		Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of (CYC 100 or ECE 100), CYC 101, (CYC 120 or ECE 120), CYC 125, CYC 167, and CYC 168.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>CYC 200A</b> Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Maximum enrolment (for information only):</b> 36 <b>Expected Frequency of Course Offerings:</b> Annually <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>39</td> </tr> <tr> <td>Tutorials/workshops</td> <td>6</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	39	Tutorials/workshops	6	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	
Lecture/seminar hours	39																
Tutorials/workshops	6																
Supervised laboratory hours																	
Experiential (field experience, practicum, internship, etc.)																	
Supervised online activities																	
Other contact hours:																	
<b>Total hours</b>	<b>45</b>																
<b>Department / Program Head or Director:</b> Christine Slavik		<b>Date approved:</b> December 2020															
<b>Faculty Council approval</b>		<b>Date approved:</b> December 11, 2020															
<b>Dean/Associate VP:</b> Tracy Ryder Glass		<b>Date approved:</b> December 11, 2020															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> January 22, 2021															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 29, 2021															

**Learning Outcomes:**

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

- Describe the constructs of several major planned change theories.
- Evaluate how effectively each planned change theory fits with CYC perspectives, and diverse and Indigenous worldviews.
- Apply planned change theories to CYC practice situations and diverse populations at a beginning level.
- Explain how diversity, ecological environment, and development influences human behaviour and the choice of planned change theories.
- Articulate the components of change theory that will contribute to their ethical, decolonized approach to CYC practice.

**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.*)

Discussions, experiential exercises, lecture, case study, and small group work..

**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. Corey, G.	Theory and Practice of Counselling and Psychotherapy	<input checked="" type="checkbox"/>	Pacific Grove, CA: Brooks/Cole Publishing.	2002
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)

None

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	65%	Field experience:	%	Portfolio:	%
Midterm exam	%	Project:	20%	Practicum:	%	Other:	%
Quizzes/tests:	15%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):** Assignments include discussion posts (30%) and other assignments (35%).

**Typical Course Content and Topics**

- Introduction to theoretical foundations.
- CYC perspectives.
- Planned Change Theories:
  - Circle of Courage and Indigenous Approaches
  - Psychoanalytic, and Adlerian
  - Attachment
  - Person-Centred
  - Behavioural/Cognitive Behavioural
  - Feminist
  - Systems
  - Solution Focused
  - Narrative