ORIGINAL COURSE IMPLEMENTATION DATE: January 2011
REVISED COURSE IMPLEMENTATION DATE: September 2019
COURSE TO BE REVIEWED (six years after UEC approval)**:**   March 2025
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CYC 402	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Community & Interdisciplinary Practice
Course Short Title: Comm & Interdisciplinary Practice
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Professional Studies	**Department (or program if no department):** CYFS

Calendar Description:

Develops the knowledge and skills to facilitate collaborative interdisciplinary teamwork and community development/capacity building with diverse communities, including Indigenous populations. Through experiential activities, students will reflect on their own experiences and professional/personal practices, as well as develop skills to enhance their leadership in creating collaborative and socially just environments.

Prerequisites (or NONE):	Admission to the Bachelor of Arts in Child and Youth Care, CYC 310, CYC 320, CYC 330, CYC 340, CYC 367, and CYC 368.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number:
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(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.)

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes,   repeat(s) ☐ Yes, no limit

Transfer Credit
Transfer credit already exists: *(See bctransferguide.ca.)*
☒ No ☐ Yes
Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	42
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	
Other contact hours: student directed learning	3
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 36

Expected Frequency of Course Offerings:
Annually *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Christine Slavik	**Date approved:**	September 2018
Faculty Council approval	**Date approved:**	October 12, 2018
Dean/Associate VP: Dr. Tracy Ryder Glass	**Date approved:**	October 12, 2018
Campus-Wide Consultation (CWC)	**Date of posting:**	February 22, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 29, 2019

Learning Outcomes:

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

- Explain the various systems that support the wellbeing of diverse and Indigenous children, youth and families, and the supports and barriers to collaborative interdisciplinary practice.
- Identify disciplines that contribute to collaborative teams and the organizations that can assist in building community capacity.
- Describe several collaborative practice models and processes that facilitate successful teamwork to build the capacity of individuals, families, and communities, including processes that support Indigenous communities.
- Demonstrate a critical perspective on collaborative practice by participating in and evaluating a simulated interdisciplinary team.
- Apply strategies to address the power imbalances which limit the inclusion, voice, and choice of traditionally marginalized individuals and communities in decisions that impact them.
- Explain how to use social capital to facilitate community development through a trauma- and resiliency-informed lens.
- Initiate and participate in collaborative practices with community partners, such as networking, facilitating meetings, assessing and mobilizing strengths, identifying needs for services and programs, and responding to needs by helping to establish a project linked to community social justice.

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.)*

Lecture, guest speakers, presentations, role plays, and experiential learning acti

vities, videos

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.	Brown, J. & Hannis, D.	Community Development In Canada	☐	Pearson	2011
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

Course Pack of readings by faculty

Typical Evaluation Methods and Weighting

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

Details (if necessary):

Typical Course Content and Topics

- Service learning, community development, and community capacity building.
- Principles and values of collaborative practice with families, professionals, and community.
- Systems that impact work with diverse and Indigenous children, youth and families, and systems change processes.
- Disciplines and community organizations that contribute to the well-being of children, youth, and families.
- Skills for collaborative teamwork.
- Leadership: engaging community, understanding and managing power, facilitating meetings, collaborative practice.
- Assessing the strengths and needs of team members.
- Using strengths to build capacity.
- Models of practice, such as Integrated Case Management, Wraparound, Restorative Justice, Family Conferencing, Appreciative Inquiry.
- Advocacy in community and collaborative practice.
- Communication and conflict resolution in teams.