DRAFT AGENDA
Professional Studies Faculty Council

Friday, December 13, 2013
10:00 am – 12:00-noon
Room A266, Abbotsford Campus

| *Package Pages*	
	1. Guest Speakers- Hedayatullah Mahmood and John VanSteenis – Presentation on Marketing Research for The Abbotsford Heat (10:00-10:20)
Pg. 1, 2 Pg. 3 - 8	**2. Items for Approval** 2.1. Agenda – December 13, 2013 2.2. Minutes – November 15, 2013
	3. Continuing Business 3.1. Faculty Standards Committee Update – Elizabeth Dow 3.2. ECE and CYC minor course changes - ECE 101, 102,103, 160, 223, 224, 242, 243, 260, 269, 281, 282; CYC 202, 260, 267, 268, 360, 390, 423, 425, 496
	4. New Business 4.1. SOWK minor course changes - 700, 704, 710, 711, 720, 730, 750, 783, 797, 799
	5. Standing Committee Reports 5.1. Nominations and Elections Committee – *Glen Paddock* 5.2. Field Education and Practicum Committee – *Lucki Kang* 5.3. Retention Committee – *Barbara Salingré* 5.4. Learning Exchange Committee – *David Dobson/Raymond Leung* 5.5. Faculty Newsletter Committee – *Christine Slavic*

6.   Other Reports
   6.1. Dean's Report
   6.2. Reports from other Faculty Councils
   6.3. Report from Senate

7.   Information Items
   7.1. Terms of Reference – Revision submitted for December Senate
         Governance Committee Meeting
   7.2. Motions and Actions – November 15, 2013
   7.3. The next Faculty Council Meeting is **January 24, 2013** in room
         D115

8. Guest Speaker – Diane Griffiths, Associate Vice President, Human
      Resources- Important Professional Development Process
      Changes (11:15-11:45 noon)

A light holiday lunch will be served at 12:00 noon
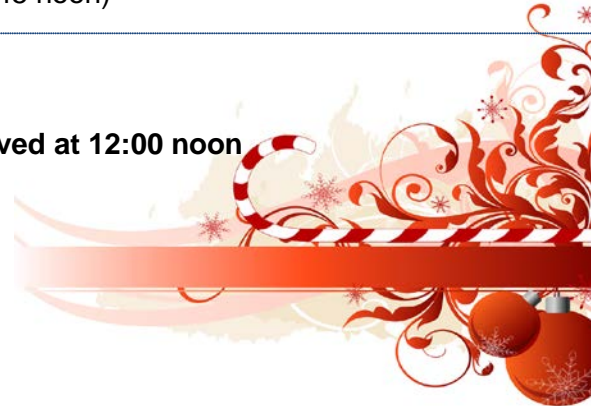
DRAFT MINUTES
Professional Studies Faculty Council

Friday, November 15, 2013
10:00 a.m., Room A261, Abbotsford Campus

Chair: Cyrus Chaichian

Present:

Awneet Sivia	Frank Ulbrich	Kirsten Robertson
Barbara Salingré	George Melzer	Leah Douglas
Christine Slavik	Gerry Palmer	Les Stagg
Colleen Bell*	Gillian Bubb	Lisa Moy
Cyrus Chaichian	Heather Compeau	Maple Melder-Crozier
D.J. Sandhu	Joe Ilsever	Mark Breedveld
David Dobson	Karen Power*	Rosetta Khalideen
Don Miskiman	Kenneth Gariepy	Sandy Hill
Doris Ball	Kim Milnes	Seonaigh MacPherson

Regrets:

Amir Hajbaba	Fiona McQuarrie	Kim Milnes	Robert Harding
Andrea Hughes*	Glen Paddock	Lorne Mackenzie	Rod Hayward
Christina Neigel	Gwen Clarke	Lou Schroeder	Ron Wilen*
Christine Nehring*	Gwen Point	Lucki Kang	Ron Zitron
Cindy Rammage	Heather Compeau*	Margaret Coombes	Sheryl MacMath
Cindy Stewart	Jan Lashbrook Green	Mark Lee	
Curtis Magnuson	John Hogg	Mary Higgins	
Darrell Fox	Keith Lownie	Mike Ivanof	
Elizabeth Dow	Kevin deWolde	Raymond Leung	

Recorder: Laura Chomiak*

* Indicates Non-Voting Member

1.   ITEMS FOR APPROVAL

1.1   Approval of Agenda November 15, 2013

MOTION   **Kenneth Gariepy/David Dobson**
THAT the agenda of November 15, 2013 be approved as presented.
                                                                              CARRIED

1.2   Approval of Minutes October 18, 2013

MOTION   **Mark Breedveld/David Dobson**
THAT the minutes of October 18, 2013 be approved as presented.
                                                                              CARRIED

2. CONTINUING BUSINESS

2.1 Terms of Reference – Revision and Re-Approval

Kenneth Gariepy reported on behalf of the Terms of Reference Ad-Hoc Committee. He reviewed the document circulated to Faculty Council and highlighted the edits prepared by the committee.

Additional minor edits suggested by Faculty Council during the meeting included:
- 4.1b – Specify "Two" student representatives;
- 4.2b – Change Vice-President Academic and Provost to reflect current titles;
- 5c – Add "Dean is chair of the Faculty; however, Council" to the beginning of the section.

Upon the motion being carried, Don Miskiman suggested an addition to clause 4.1e to reflect "in the Faculty." The revised clause would read "A maximum of two sessional instructor representatives, elected by sessional instructors in the Faculty for a one-year term". Cyrus asked that the document be amended to reflect Don's comment.

MOTION   **Leah Douglas/Gerry Palmer**
THAT the Professional Studies Faculty Council support the modifications to the December 9, 2011, Terms of Reference for the Structure and Function of the Professional Studies Faculty Council as submitted, including the additional revisions to 5c, 4.1b, 4.2b and 4.1e.

CARRIED

2.2 Criteria / Standards for Teaching, Research & Scholarship – PSALT Committee

Frank Ulbrich reported on behalf of the Faculty Standards Committee. The Committee has developed Terms of Reference and has been working on a draft document outlining principles, sample criteria and sample evidence for tenure and promotion.

Feedback from the Faculty included using examples from each discipline and determining whether rank and tenure should be considered together or separately. The Committee will continue to meet and will incorporate suggestions into their discussions.

MOTION   **Frank Ulbrich/Awneet Sivia**
THAT the Professional Studies Faculty Council approve the November 8, 2013 Faculty Standards Committee, Terms of Reference with the suggested modifications as discussed by Faculty Council on November 15, 2013.

CARRIED
2 Abstained

2.3 Celebrating Internationalization

Rosetta reminded everyone of the Celebrating Internationalization event that will take place on Monday, November 18 in the Alumni Hall at 11:00 AM. Everyone was encouraged to attend this event, which marks the start of International Education Week, and to participate in other events hosted by UFV International.

2.4 Feedback from the School of Business on the Centre of Excellence in Agriculture (CEA) Report – Frank Ulbrich

Frank Ulbrich reported the School of Business reviewed the CEA Report at the request of the Dean of Faculty of Trades & Technology. In the report, the Dean asked departments and schools to come up with a set of principles to align competencies and interests within their disciplines.

The School of Business came up with a two-stage consultation process. The first stage will propose guiding principles, and the second stage will assess how the CEA overlaps with the current School of Business curriculum. The Feedback Report has the full support of the School of Business.

Rosetta thanked the School of Business for developing the report and asked permission to send this to the Dean of Faculty of Trades & Technology.

> **ACTION**
> Rosetta to send the School of Business feedback on the Centre of Excellence in Agriculture to the Dean of Faculty of Trades & Technology.
> **Rosetta Khalideen**

3. NEW BUSINESS

3.1 Minor BBA program change to allow an upper-level Economics elective

> **MOTION**
> THAT the School of Business minor BBA program change to allow students to take one upper-level Economics course as an elective in place of one upper-level Business elective be approved as submitted.
> **CARRIED**

3.2   BUS 439 memo & OCO minor course change

> **MOTION**
> THAT the School of Business - Minor course change to BUS 439, Advanced Accounting
> be approved with BUS 344 being added as a Pre or Corequisite instead of just a
> Corequisite and the textbook citation be formatted in APA style.
>
> **CARRIED**

3.3   ECE and CYC minor course changes

Maple Melder-Crozier asked to withdraw the CYC 267 and CYC 268 outlines as they
were not the most current editions.

After some discussion, the decision was made to table all the ECE and CYC minor
course revisions until the December 13 meeting. Maple will review the suggested edits
and resubmit them for the next meeting.

> **ACTION**
> THAT the Early Childhood Education and Child & Youth Care Department – minor
> course changes to CYC 267 and 268 be withdrawn at this time.
>
> **Laura Chomiak**

> **ACTION**
> THAT the Early Childhood Education and Child & Youth Care Department – minor
> course changes to ECE 101, 102, 103, 160, 223, 224, 242, 243, 260, 269, 281, 282,
> and CYC 202, 260, 360, 390, 423, 425, 496 be brought back to the December 13,
> 2013 meeting for approval.
>
> **Maple Melder Crozier**

4. STANDING COMMITTEE REPORTS

4.1   Nominations and Elections Committee

Leah Douglas thanked Kirsten Robertson for volunteering to put her name forward for the
Teaching Excellence Award Selection Committee.

No report from the Nominations and Elections Committee.

4.2   Field Education and Practicum Committee

No report

4.3   Retention Committee

Kim Milnes reported on some of the retention issues the Retention Committee has been discussing concerning UFV's international students. The committee is currently in the process of setting up a meeting with UFV International to discuss retention issues at UFV.

Kim spoke about the Supported Learning Groups (SLG) on campus that offer student led study sessions, which have resulted in a big turnaround in students grades. Rosetta noted that the VP Academic commented on the value of the work the SLGs are doing across the institution.

4.4   Learning Exchange Committee

Awneet Sivia reported that she would be stepping down from the Learning Exchange Committee. David Dobson offered to chair the committee and to recruit additional members to sit on the committee with him and Raymond Leung.

Sandy Hill mentioned that historically the Learning Exchange Committee presented at some Faculty Council meetings, allowing faculty to share information on their teaching, learning, service and/or scholarship. The idea of a Winter Spark event was proposed.

Rosetta asked the committee to consider these suggestions and report back at the next Faculty Council meeting.

ACTION
THAT the Learning Exchange Committee provides a report at the December 13, 2013 meeting outlining the committee's recommendations to its Terms of Reference.
David Dobson and Raymond Leung

4.5   Faculty Newsletter Committee

Christine Slavic reported that almost every school and department has submitted an article for the next edition of PScene, which will focus on Institutional Learning Outcomes. The committee hopes to have the draft articles ready by November 19.

5.   OTHER REPORTS

5.1   Reports from Other Faculty Councils

Sandy Hill reported on behalf of the Faculty of Trades & Technology. He said how impressed he was with the quality of the trades' faculty, the scholarship work they do to stay current, and the solidarity demonstrated within their faculty and during their meetings.

Awneet Sivia reported on behalf of the Faculty Science Council. They are currently pulling together their Terms of Reference for determining rank and tenure. Vicki Grieve

and John Carol have met with their Faculty Standards Committee to discuss how the Terms of Reference fit within the Collective Agreement.

5.2   Senate Report – Gerry Palmer

Senate approved the updates to the 2011-2015 Education Plan, and has recommended the updated Education Plan to the Board of Governors.

Senate accepted the School of Business Program Review.

6.   INFORMATION ITEMS

6.1   Call for nomination for the Teaching Excellence Award Selection Committee (TEASC)

Faculty were reminded of the call for the Teaching Excellence Award Selection Committee. The documentation to nominate a colleague was included in the Agenda Package.

6.2   The next Faculty Council Meeting is **December 13, 2013** in room **A266**.

7.   GUEST SPEAKER – Dr. Mark Evered, President and Vice-Chancellor

Guest Dr. Mark Evered, President and Vice-Chancellor, thanked the Faculty for the invitation. He extended his personal invitation to anyone on Faculty Council to meet with him as he appreciates hearing from faculty regarding what they are working on, and any challenges they are having.

Dr. Evered spoke about the budget cuts, having less autonomy on grants from the government, and the shift in government priorities from education to safety, security and health.

Dr. Evered thanked the faculty for their good work within the Faculty, the University, and the community, and stated that the value of a university is much more than an educational opportunity; faculty should show leadership in, and engage with, the community.

Rosetta thanked Dr. Evered for taking the time to meet with the Professional Studies Faculty Council.

UNIVERSITY OF THE **FRASER VALLEY**

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 1993
COURSE REVISED IMPLEMENTATION DATE:	~~January 2009~~ May 2014
COURSE TO BE REVIEWED:	~~January~~ May ~~2013~~ 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE

(four years after UPAC approval)   *(month, year)*

INFORMATION

ECE 101	ECE / CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV CREDITS

Introduction to Early Childhood Education
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course introduces students to the history and philosophies of the ECE field. The legal, fiscal, and social contexts of ECE are examined as well as a variety of programs and learning environments for groups of young children.

PREREQUISITES:	Acceptance to the ECE certificate program or permission from ~~program~~ department head.
COREQUISITES:	None
PRE or COREQUISITES:	None

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a)   Replaces:
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

			TRAINING DAY-BASED INSTRUCTION:
TOTAL HOURS PER TERM:	**45**		
STRUCTURE OF HOURS:			Length of course:
Lectures:	**25**	Hrs	Hours per day:
Seminar:		Hrs	
Laboratory:		Hrs	**OTHER:**
Field experience:		Hrs	Maximum enrolment: **36**
Student directed learning:	**20**	Hrs	Expected frequency of course offerings: *annually*
Other (specify):		Hrs	*(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**George Melzer**	
Department Head:	~~Christine Puder~~ **Maple Melder Crozier**	Date approved: ~~May 28, 2008~~
Supporting area consultation (UPACA1)		Date of meeting: ~~January 25, 2008~~
Curriculum Committee chair:	~~Gwen Clarke~~ **Maple Melder Crozi**	Date approved: ~~May 28, 2008~~
Dean/Associate VP:	**Rosetta Khalideen**	Date approved: ~~December 10, 2008~~
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting: ~~January 30, 2009~~

LEARNING OUTCOMES:

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

- ~~understand~~Interpret the historical and philosophical influences that have contributed to shaping the current practice of early childhood education;
- ~~define the term early~~ D~~*Early childhood education*~~ — ~~d~~evelop a broader understanding of early childhood education;~~;~~
- ~~d~~Describe how child development relates to the education of young children;
- ~~e~~Effectively use the Community Care and Assisted Living Act: Child Care Licensing Regulation;
- ~~understand~~Interpret and adhere to the Code of Ethics that applies to persons working with young children.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, group discussions, presentations, audio-visual materials, and assignments

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☐ Portfolio assessment   ☐ Interview(s)

☒ Other (specify): Completion of "Family Childcare" Program with "C+" or higher grade in each course.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

ECE 101 Coursepack, Abbotsford, UFV

Available on line for both ECEBC code of Ethics and
Provincial Government, Community Care and Assisted Living Act: Child Care Licensing Regulation:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Assignments	50%
Project and presentation	15%
Midterm exam	15%
Final exam	20%
	100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- The history of early childhood
- Defining early childhood education
- The major approaches in the education of young children
- Professional ethics applying to individuals in the ECE field
- Government regulations ensuring the quality of early childhood education in BC
- Contemporary issues in ECE
  ~~Contemporary issues in ECE~~

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:		September 1993
COURSE REVISED IMPLEMENTATION DATE:		~~January 2009~~
		May 2014
COURSE TO BE REVIEWED:		~~January 2013~~
		May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE   *(four years after UPAC approval)*   *(month, year)*

INFORMATION

ECE 102	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV
		CREDITS

Introduction to Early Childhood Guidance
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course is an introduction to participants on the history and philosophies of the ECE Field: to the legal, fiscal, and social contexts of ECE, and to the variety of programs and learning environments for groups of young children, and especially to the role of early childhood education in guiding and caring for young children.

PREREQUISITES: Successful completion of ECE 100, 103, or Permission from the ~~D~~department ~~Head~~head
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a)   Replaces:
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

TOTAL HOURS PER TERM: **45**	TRAINING DAY-BASED INSTRUCTION:	
STRUCTURE OF HOURS:	Length of course: **n/a**	
Lectures: **35** Hrs	Hours per day: **n/a**	
Seminar: Hrs		
Laboratory: Hrs	**OTHER:**	
Field experience: Hrs	Maximum enrolment: **36**	
Student directed learning: **10** Hrs	Expected frequency of course offerings: Once per year	
Other (specify): Hrs	*(every semester, annually, every other year, etc.)*	

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)   ☐ Yes   ☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)   ☐ Yes   ☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes   ☒ No

Course designer(s): ~~Gwen Clarke~~ **George Melzer**

Department Head: ~~Christine Puder~~ **Maple Melder Crozier**   Date approved: ~~**May 28, 2008**~~

Supporting area consultation (UPACA1)   Date of meeting: ~~**February 08, 2008**~~

Curriculum Committee chair: ~~**Gwen Clarke**~~ **Maple Melder**   Date approved: ~~**May 28, 2008**~~

Dean/Associate VP: **Rosetta Khalideen**   Date approved: ~~**December 10, 2008**~~

Undergraduate Program Advisory Committee (UPAC) approval   Date of meeting: ~~**January 30, 2009**~~

LEARNING OUTCOMES:

Upon successful completion of this course, students will:

1. • ~~understand~~Identify the process of guiding and teaching young children
2. • ~~understand~~Interpret new trends in the field of early childhood education which promote higher quality in child care services
3. • ~~understand~~Interpret commonly-observed behaviour of children
4. • Demonstrate knowledge ~~become aware~~ of the competency-based evaluation of guidance practices in ECE
5. • become equipped with resources and information necessary to guide and care for children in early childhood programs
6. • ~~understand~~ Rrecognize one's own feelings in relation to the behaviours of children

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, demonstration, small group practice, discussion, use of models and charts

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s)   ☒ Portfolio assessment   ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Hearron, P.F., Hildebrand, V.P. (2012) , 7th ~~Edition~~ *Guiding Young Children 9th Edition. Toronto, ON: Pearson.*
~~Province of BC   - Guidance and Discipline with Young Children – available online~~

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Quiz #1	25%
Quiz #2	25%
Mid Term exam	25%
Final exam	25%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

1. Introduction to Theories of Guidance and Discipline

2. Caring for Children in Group Settings

3. Specific Techniques in Child Guidance
   Guiding young children indirectly toward self-direction
   Guiding young children directly

4. General Considerations in Child Guidance
   - Knowing children
   - Appreciating positive behaviour
   - ~~Understanding~~ Recognizing negative behaviour
   - Being a significant adult in children's lives
   - Communicating with parents of young children
   - Developing human resources
   - ~~Valuing~~ Using values as a basis for actions
   - Responding to children's feelings and behaviours

UNIVERSITY
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OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: September1991
COURSE REVISED IMPLEMENTATION DATE: ~~January 2009~~
May 2014

COURSE TO BE REVIEWED: ~~January 2013~~
May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE   *(four years after UPAC approval)*   *(month, year)*
INFORMATION

ECE 103	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV
		CREDITS

Introduction of Observing and Recording Behaviour of Young Children
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course introduces the students to the skill of observing and recording young children. Different types of recording techniques are used in observing the child's social, play, language, motor, and cognitive development.

PREREQUISITES: Acceptance ~~in~~to the ECE certificate program or ~~instructor permission~~ department head
permission~~——~~

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a)   Replaces:
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

TOTAL HOURS PER TERM: 45   TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course:
Lectures: **40**   Hrs   Hours per day:
Seminar: Hrs
Laboratory: Hrs   **OTHER:**
Field experience: **5**   Hrs   Maximum enrolment: **36**
Student directed learning: Hrs   Expected frequency of course offerings: annually
Other (specify):   Hrs   *(every semester, annually, every other year, etc.)*

	Yes	No
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐	☒
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐	☒
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐	☒

Course designer(s): ~~D'Anne Epp~~ **George Melzer**	
Department Head: ~~Christine Puder~~ **Maple Melder Crozier**	Date approved: ~~May 28, 2008~~
Supporting area consultation (UPACA1)	Date of meeting: ~~February 08, 2008~~
Curriculum Committee chair: ~~——~~**Maple Melder Crozier**	Date approved: ~~May 28, 2008~~
Dean/Associate VP: **Rosetta Khalideen**	Date approved: ~~December 10, 2008~~
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: ~~January 30, 2009~~

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
- ~~understand~~ Interpret the role and possible bias of the observer;
- ~~understand~~ Identify the purposes of observing young children;
- ~~be~~ Demonstrate ~~proficient~~ proficiency in different techniques of observing and recording;
- ~~share~~ Share collected data with peers and parents;
- ~~C~~complete a developmental assessment of the child in all developmental domains;
- Write a learning prescription for the child in all developmental domains.
- ~~write a learning prescription for the child in all developmental domains.~~

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures
Videos
Group and class presentation

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)　　　　　☒ Portfolio assessment　　　　　☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Beaty, J.J., (2009). Observing the Development of the Young Child 7th Edition. Toronto, ON: Pearson.
~~, J.Beatty, Merrill Prentice Hall~~.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Observation # 1	15%
Observation #2	15%
Observation #3	15%
Observation Portfolio	30%
Midterm	15%
Participation	10%

- **COURSE CONTENT:**
- *[Course content varies by instructor. An example of course content might be:]*
- The purpose of observing young children
- Role of the observer
- Ethics of observing
- Observer bias
- Methods of collecting data
- Learning prescriptions
- Observing self-esteem and emotional development
- Observing language development
- Observing cognitive development
- Observing social play
- Observing behaviour
- Observing large and small motor development

- Observing art development
- Observing imagination development
- Observing pre-writing and pre-reading skill development

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COURSE IMPLEMENTATION DATE: September 2001
COURSE REVISED IMPLEMENTATION DATE: ~~January 2009~~
May 2014

COURSE TO BE REVIEWED: ~~January 2013~~
May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE *(four years after UPAC approval)* *(month, year)*
INFORMATION

Students are advised to keep course outlines in personal files for future use.	
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor	

ECE 160	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV
		CREDITS

Introduction to Disabilities
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course ~~is intended to~~ introduces the student to specific disabilities,~~-~~and explores how. ~~How~~ these disabilities affect the family, social, educational, and developmental ~~issues will also be covered~~.

PREREQUISITES: Admission to the Health and Human Services Certificate
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S): **SERVICE COURSE TO:** *(department/program)*
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: 45 TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course:
Lectures: **45** Hrs Hours per day:
Seminar: Hrs

Laboratory:	Hrs	**OTHER:**
Field experience:	Hrs	Maximum enrolment: **36**
Student directed learning:	Hrs	Expected frequency of course offerings: annually
Other (specify):	Hrs	*(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☐ Yes ☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes ☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes ☒ No

Course designer(s):	~~D'Anne Epp~~ Lou Schroeder		
Department Head:	~~Christine Puder~~ Maple Melder Crozier	Date approved:	~~May 28, 2008~~
Supporting area consultation (UPACA1)		Date of meeting:	~~February 08, 2008~~
Curriculum Committee chair:	Maple Melder Crozier	Date approved:	~~May 28, 2008~~
Dean/Associate VP:	**Rosetta Khalideen**	Date approved:	~~December 10, 2008~~
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	~~January 30, 2009~~

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
- 1) Explain the causes and characteristics of specific disabilities
- 2) Discuss how society views individuals with disabilities
- 3) Explain the specific professionals who work with individuals with disabilities
- 4) Discuss how culture , family, and education can be affected by disabilities
- 5) Assess how the disabling condition can affect the lifespan of the person

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures
Videos
Guest Speakers
Presentation

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☐ Portfolio assessment   ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is one of the courses in the Health & Human Services Certificate that ~~UCFV~~UFV offers with the Abbotsford School District.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Winzer, J. (2007). Children with Exceptionalities in Canadian Classrooms 8th Edition. Toronto, ON: Pearson Education Canada
~~, Margret Winzer, Allyn and Bacon, 6th edition~~

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Midterm   25%
Final   25%
Interview   20%
Paper   20%
Participation   10%
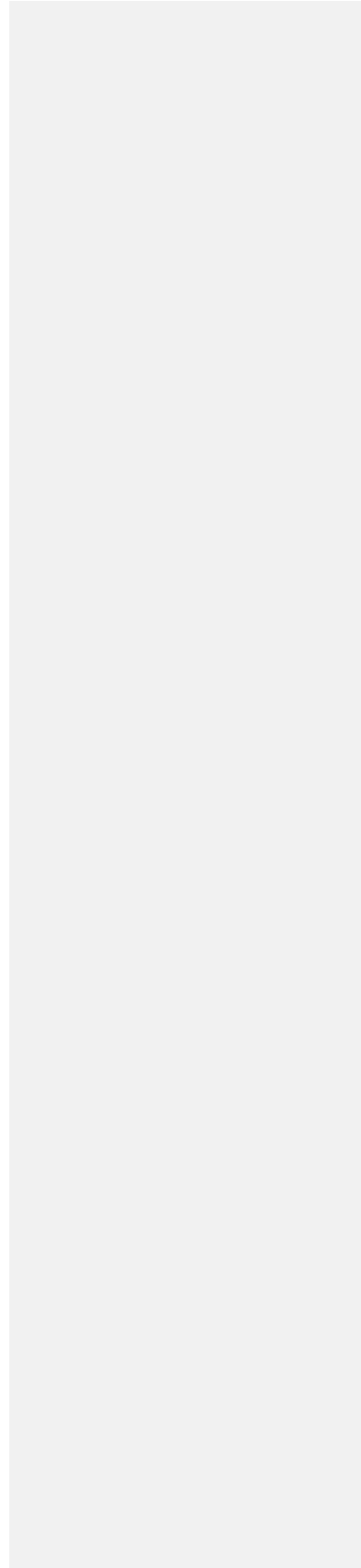
COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Understanding the term "disability".
Specific professionals' roles and responsibilities
Society's view on disability and inclusion
Lifespan perspective (childhood, adolescence, adulthood)
Multicultural considerations
Family considerations
Definitions, causes, and characteristics of the following disabilities:
- ~~learning~~ Learning disabilities
- ~~a~~Attention deficit disorder
- Emotional/behavioral disorders
- Abuse
- Fetal alcohol spectrum disorder
- Autism spectrum disorder

- Visual disabilities
- Hearing disabilities
- Communication disabilities

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OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:		September 1993
COURSE REVISED IMPLEMENTATION DATE:		~~January 2009~~
		May 2014
COURSE TO BE REVIEWED:		~~January 2013~~
		May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE   *(four years after UPAC approval)*   *(month, year)*
INFORMATION

ECE 223	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV
		CREDITS

Administration of Childhood Cent~~reer~~s
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course is designed for preschool/daycare centre supervisors, and/or potential administrators. The emphasis is on developing sound program management and fiscal management skills, with a focus on interpersonal relationships. Students are introduced to the responsibilities of an administrator in terms of setting up and/or maintaining an ongoing program in different types of early childhood cent~~res~~ers.

PREREQUISITES: Admission to the ECE Diploma program or permission of department head~~.~~
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: 45   TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course: **14 weeks**

Lectures:	**40**	Hrs	Hours per day:
Seminar:		Hrs	
Laboratory:		Hrs	**OTHER:**
Field experience:		Hrs	Maximum enrolment: **36**
Student directed learning:	**5**	Hrs	Expected frequency of course offerings: annually
Other (specify):		Hrs	*(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒	Yes	☐	No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒	Yes	☐	No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐	Yes	☒	No

Course designer(s):	**Lou Schroeder**		
Department Head:	~~Christine Puder~~ Maple Melder Crozier	Date approved:	~~May 28, 2008~~
Supporting area consultation (UPACA1)		Date of meeting:	~~February 8, 2008~~
Curriculum Committee chair:	~~Gwen Clarke~~ Maple Melder Crozier	Date approved:	~~May 28, 2008~~
Dean/Associate VP:	**Rosetta Khalideen**	Date approved:	~~December 10, 2008~~
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	~~January 30, 2009~~

LEARNING OUTCOMES:

Upon successful completion of this course, students will:

- ~~Aa~~rticulate the need for comprehensive policies and procedures;
- ~~Dd~~emonstrate the writing of appropriate policies and procedures;
- ~~Dd~~esign effective job descriptions and demonstrate the ability to schedule staffing to meet legal requirements;
- ~~Dd~~emonstrate the ability to market a centre in a cost-effective way;
- ~~Aa~~rticulate how the centre philosophy will determine the administrative operational decisions; and
- ~~Dd~~esign effective and appropriate record-keeping forms which will streamline administrative tasks.

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METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods include lecture, small group discussions, videos, on-line materials.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Chandler, K. (2008). Administering for Quality: Canadian Early Childhood Development Programs, ~~by K. Chandler~~3rd Edition, Toronto, ON: Pearson Education Canada

> **Formatted:** Superscript

SUPPLIES / MATERIALS:

Computer and paper

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

- development of a sample brochure 10%
- development of a parent handbook 25%
- development of prototype job descriptions 10%
- creating a scheduling plan that reflects the regulations 5%
- developing personnel policies and procedures 50%
  Total 100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- ~~systems~~ Systems approach to administration
- ~~Ww~~orking with a non-profit board of directors
- ~~bB~~uilding an effective program
- ~~mM~~anaging a staff effectively

- ~~m~~Marketing and fund raising for a nonprofit centre
- ~~community~~ Community networking
- ~~p~~Partnering with parents
- ~~c~~Collecting fees
- ~~d~~Designing personnel policies and procedures.

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COURSE IMPLEMENTATION DATE:	September 1993
COURSE REVISED IMPLEMENTATION DATE:	~~January 2009~~
	May 2014
COURSE TO BE REVIEWED:	~~January 2013~~
	May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE *(four years after UPAC approval)* *(month, year)*
INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 224	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV
		CREDITS

Working with Families
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course examines public and government policy, social issues, and cultural influences as they relate to and affect children and their families. Both historical and contemporary perspectives will be explored. This examination will include a review of theoretical underpinnings, while emphasizing practical applications.

PREREQUISITES: Admission to ECE diploma or permission of department head
COREQUISITES: ~~ECE 223~~
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: 45   TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course:
Lectures: **45**   Hrs   Hours per day:
Seminar: Hrs
Laboratory: Hrs   **OTHER:**
Field experience: Hrs   Maximum enrolment: ~~—~~**36**
Student directed learning: Hrs   Expected frequency of course offerings:
Other (specify):   Hrs   *(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)   ☐ Yes ☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)   ☐ Yes ☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes ☒ No

Course designer(s): ~~D'Anne Epp and LouSchroeder~~ **George Melzer**

Department Head: ~~Christine Puder~~ Maple Melder Crozier   Date approved: ~~May 28, 2008~~

Supporting area consultation (UPACA1)   Date of meeting: ~~February 8, 2008~~

Curriculum Committee chair: ~~Gwen Clarke~~ Maple Melder Crozier   Date approved: ~~May 28, 2008~~

Dean/Associate VP: **Rosetta Khalideen**   Date approved: ~~December 10, 2008~~

Undergraduate Program Advisory Committee (UPAC) approval   Date of meeting: ~~January 30, 2009~~

LEARNING OUTCOMES:

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

- ~~e~~Explain knowledge of family systems;
- ~~analyze family members and their~~ Identify the structure of families and the roles of family members;
- ~~C~~compare how families have changed and identify the challenges they face;
- ~~A~~assess and resolve conflicts between parents and staff.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture
Presentations
Guest speakers

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☒ Portfolio assessment   ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Shimoni, R., Baxter, J., (2011). Working with Families (5th Edition). , ~~R.Shimoni, J.Baxter, Pearson, Addison, Wesley, 4th edition~~ Toronto, ON: Pearson Education Canada

Fournier, S., Crey, E., (1998). Stolen From Our Embraces, ~~S.,Fournier, E.Crey~~, Toronto, ON~~T~~: Douglas & McIntyre~~, 1998~~
Publishing.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Interviews   20%
Cultural Report   30%
Formal Paper   40%
Class Participation 10%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- What is family?
- Family systems
- Family members and their roles
- Family transitions
- Families of children with disabilities
- Families' dreams for typical and atypical children
- A comparison of how the First Nations culture and the AIDS epidemic in Africa has changed the family
- Parent involvement in ECE cent~~res~~ers and programs
- Parent – staff collaboration in ECE cent~~res~~ers and programs

COURSE IMPLEMENTATION DATE: September 1993
COURSE REVISED IMPLEMENTATION DATE: ~~January 2009~~
May 2014

COURSE TO BE REVIEWED: ~~January 2013~~
May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE   *(four years after UPAC approval)*   *(month, year)*
INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 242	ECE/CYC	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV CREDITS

Practicum: Special Needs
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This practicum will allow students to work directly with children ~~in a variety of settings~~ who require extra support. Working with children in a variety of settings, this practicum ~~, in a variety of settings that~~ promotes skill acquisition, ~~and~~ integration of theory into practice. Students must be prepared to be available regular daytime work hours for practicum.

PREREQUISITES: Admission to ECE diploma program, ECE 213, and 260 or Permission of ~~the~~ department head

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a)   Replaces:
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

TOTAL HOURS PER TERM: 226   TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course: **13 weeks**
Lectures: Hrs   Hours per day:
Seminar: **26**   Hrs
Laboratory: Hrs   **OTHER:**
Field experience: **200**   Hrs   Maximum enrolment: **16**
Student directed learning: Hrs   Expected frequency of course offerings: annually
Other (specify):   Hrs   *(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)   ☒ Yes   ☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)   ☒ Yes   ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes   ☒ No

Course designer(s): **Lou Schroeder**

Department Head: ~~Christine Puder~~ Maple Melder Crozier   Date approved: ~~November 2008~~

Supporting area consultation (UPACA1)   Date of meeting: ~~November 14, 2008~~

Curriculum Committee chair: ~~Gwen Clarke~~ Maple Melder Crozier   Date approved: ~~December 2008~~

Dean/Associate VP: **Rosetta Khalideen**   Date approved: ~~December 10, 2008~~

Undergraduate Program Advisory Committee (UPAC) approval   Date of meeting: ~~January 30, 2009~~

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
- Describe an individual child's level of functioning and to program effectively for that child;
- Use one-to-one interaction as an effective teaching method, as well as group activities that enhance inclusion;
- Demonstrate an openness to models of early childhood special education practice which may differ from their usual orientation; possess a willingness to suspend judgment and explore new methods;
- Articulate theoretical concepts related to early childhood special education;
- Relate effectively and sensitively to parents and other professionals in the practicum setting;
- Focus on educational/developmental goals for the child rather than on the diagnosis or pathology;
- Participate, if possible, as an early childhood educator on a multi-disciplinary team addressing the needs of the child and his / her family.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods include orientation to practicum, observation of centres, seminar, field experience, on-line communication

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☐ Portfolio assessment   ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): Students must demonstrate their practical ability to graduate from ~~UCFV~~UFV.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Coursepack

SUPPLIES / MATERIALS:

Car to get to practicum site.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

- Performance at the practicum site
  [measured by the assessment grid in the handbook]:
  ~ Sponsor teacher evaluation
  ~ Instructor evaluation based on two visits and weekly communication
  ~ Self evaluation   70%
- Professional portfolio   10%
- 3 site visits   20%
  Total   100% **

         ** Grade is either CR or NC

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- Practicum experiences will be arranged in a manner which allows for the greatest learning potential for the students~~;~~.
- Twenty hours of observation in a variety of settings will be an important component of the practicum experience – to be arranged on an individual basis by the student. A portion of this time may be spent observing specific behaviours, individual education plans for children, or an entire program.
- Seminar time – used to discuss relevant and contemporary issues surrounding early childhood special needs education.

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COURSE IMPLEMENTATION DATE:	September 1993
COURSE REVISED IMPLEMENTATION DATE:	~~January 2009~~
	May 2014
COURSE TO BE REVIEWED:	~~January 2013~~
	May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE   *(four years after UPAC approval)*   *(month, year)*

INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 243	ECE/CYC	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV
		CREDITS

Practicum: Infancy
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Students work directly with infants in a variety of settings. Emphasis is on observing, recording, health and safety issues, and transfer of infant care theory into practice. Students must be prepared to be available for ~~–~~regular daytime work hours for practicum.

PREREQUISITES: Admission to ECE diploma program, ECE 213 and 269 or permission of department head.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a)   Replaces:
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

TOTAL HOURS PER TERM:	**226**	**TRAINING DAY-BASED INSTRUCTION:**	
STRUCTURE OF HOURS:		Length of course:	**13 weeks**
Lectures:	Hrs	Hours per day:	
Seminar:	**26** Hrs		
Laboratory:	Hrs	**OTHER:**	
Field experience:	**200** Hrs	Maximum enrolment:	**16**
Student directed learning:	Hrs	Expected frequency of course offerings:	annually
Other (specify):	Hrs	*(every semester, annually, every other year, etc.)*	

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s): **Lou Schroeder**

Department Head: ~~Christine Puder~~ Maple Melder Crozier   Date approved: ~~May 28, 2008~~

Supporting area consultation (UPACA1)   Date of meeting: ~~February 8, 2008~~

Curriculum Committee chair: ~~Gwen Clarke~~ Maple Melder Crozier   Date approved: ~~May 28, 2008~~

Dean/Associate VP: **Rosetta Khalideen**   Date approved: ~~December 10, 2008~~

Undergraduate Program Advisory Committee (UPAC) approval   Date of meeting: ~~January 30, 2009~~

LEARNING OUTCOMES:

Upon successful completion of this course, students will:
- Describe the developmental differences between the infant and the toddler and effectively plan experiences for each age group;
- Use one-to-one interaction [especially daily routines] as an effective teaching method;
- Demonstrate an openness to models of ~~Early~~ early ~~Childhood~~ childhood infant/toddler practice which may differ from their usual orientation; possess a willingness to suspend judgment and explore new methods;
- Articulate theoretical concepts related to infant/toddler caregiving;
- Relate effectively and sensitively to parents and other professionals in the practicum setting;

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods include introduction to practicum, seminar, centre observations, field experience, on-line communication

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☐ Portfolio assessment   ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): Students must demonstrate their practical ability to graduate from ~~UCFV~~UFV.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Coursepack.

SUPPLIES / MATERIALS:

Car to get to Practicum site.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

- Practicum experiences will be arranged in a manner which allows for the greatest learning potential for the students;
- Twenty hours of observation in a variety of settings will be an important component of the practicum experience – to be arranged on an individual basis by the student. A portion of this time may be spent observing specific behaviours, individual education plans for children, or an entire program;
- Seminar time – used to discuss relevant and contemporary issues surrounding early childhood special needs education

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Students will apply theory learned in ECE 269 and ECE 282 in their on-the-floor practicum.

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	COURSE IMPLEMENTATION DATE:	September 1993
	COURSE REVISED IMPLEMENTATION DATE:	~~January 2009~~ May 2014
	COURSE TO BE REVIEWED:	~~January 2013~~ May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE
(four years after UPAC approval)   *(month, year)*
INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 260	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV CREDITS

Foundations of Working With Exceptional Children
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course is designed to help students understand present practices in early childhood special education. The history of the education and care of exceptional children will be investigated. Definitions of exceptionality will be explored, including giftedness. The intent of this course is to lead students to a personal philosophical statement of principles and rights of the exceptional child.

PREREQUISITES: Admission to ECE diploma program or permission of department head.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a)   Replaces:
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

TOTAL HOURS PER TERM: 45		TRAINING DAY-BASED INSTRUCTION:	
STRUCTURE OF HOURS:		Length of course:	**13 weeks**
Lectures:	**40** Hrs	Hours per day:	
Seminar:	Hrs		
Laboratory:	Hrs	**OTHER:**	
Field experience:	Hrs	Maximum enrolment: **16**	
Student directed learning:	**5** Hrs	Expected frequency of course offerings: Annually	
Other (specify):	Hrs	*(every semester, annually, every other year, etc.)*	

	Yes	No
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s): **Lou Schroeder**		
Department Head: ~~Christine Puder~~ Maple Melder Crozier	Date approved:	~~May 28, 2008~~
Supporting area consultation (UPACA1)	Date of meeting:	~~February 8, 2008~~
Curriculum Committee chair: ~~Gwen Clarke~~ Maple Melder Crozier	Date approved:	~~May 28, 2008~~
Dean/Associate VP: **Rosetta Khalideen**	Date approved:	~~December 10, 2008~~
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting:	~~January 30, 2009~~

LEARNING OUTCOMES:

Upon successful completion of this course, students will:

- ~~demonstrate~~ Demonstrate awareness of his / her own attitudes and feelings towards children with exceptionalities;
- ~~understand~~ Identify the contributions of recent research and historical evolution of services and programs for young children with exceptionalities;
- ~~i~~Identify the critical issues confronting professionals working with children with exceptionalities;
- ~~d~~Demonstrate an understanding of contemporary program strategies for working with young children who manifest different forms of exceptionality;
- ~~a~~Articulate a philosophy for the care of the exceptional child as a foundational principle;
- ~~i~~Identify the key ingredients in developing an effective advocacy / partnership role vis-à-vis exceptional children and their families; and
- ~~i~~Identify community resources available in their caregiving environment.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods include lecture, class discussion, video, on-line materials, centre visits

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

~~**Inclusion in Early Childhood Programs: Children with Exceptionalities** by Allen, Paasche, Langford and Nolan~~
Coursepack

SUPPLIES / MATERIALS:

A vehicle to do 3 centre visits

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

* Annotated bibliography of current research and theory		30%
* Personal philosophy statement	-	10%
* A review of the provincial framework		30%
* 3 centre visits		30%
Total		100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- ~~S~~Self examination of attitudes and feelings about individuals with exceptionalities

- ~~H~~Historical overview of services and programs for young exceptional children

- ~~I~~Identification of critical issues in the field – early intervention, inclusion, multiculturalism, public policy, funding and legislation, etc.

- ~~K~~Key principles in designing and delivering programs for young children with special needs

- ~~e~~Examination of strategies for working effectively with parents and the families of children with special needs review the need for a professional identity consideration of future trends

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COURSE IMPLEMENTATION DATE: September 1993
COURSE REVISED IMPLEMENTATION DATE: ~~January 2009~~
May 2014

COURSE TO BE REVIEWED: ~~January 2013~~
May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE *(four years after UPAC approval)* *(month, year)*
INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 269	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFVUFV
		CREDITS

Foundations of Infant Caregiving
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course provides an examination of historical methods of infant caregiving, the development of philosophies~~;~~, and methods up to the present time.

PREREQUISITES: Admission to ECE diploma program or permission of department head
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S): **SERVICE COURSE TO:** *(department/program)*
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: 45 TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course:
Lectures: **25** Hrs Hours per day:
Seminar: Hrs
Laboratory: Hrs **OTHER:**
Field experience: **10** Hrs Maximum enrolment: **16**
Student directed learning: **10** Hrs Expected frequency of course offerings: Annually
Other (specify): Hrs *(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☒ Yes ☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☒ Yes ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes ☒ No

Course designer(s): **Lou Schroeder**			
Department Head: ~~Christine Puder~~ Maple Melder Crozier	Date approved:	~~May 28, 2008~~	
Supporting area consultation (UPACA1)	Date of meeting:	~~February 8, 2008~~	
Curriculum Committee chair: ~~Gwen Clarke~~ Maple Melder Crozier	Date approved:	~~May 28, 2008~~	
Dean/Associate VP: **Rosetta Khalideen**	Date approved:	~~December 10, 2008~~	
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting:	~~January 30, 2009~~	

LEARNING OUTCOMES:

Upon successful completion of this course, students will:
- Develop an awareness of his / her own attitudes and feelings towards infants and toddlers;
- Demonstrate familiarity with recent research and the historical evolution of services and programs for the under-three-year-old child;
- Identify the critical issues confronting professionals working with infant or toddlers;
- Demonstrate ~~an understanding~~ knowledge of current program strategies and a philosophy for the care of infants and toddlers as a foundational principle;
- Articulate an infant / toddler philosophy;
- Identify the key ingredients in developing effective advocacy / partnership role vis-à-vis infants and toddlers and their families; and
- Demonstrate ~~an understanding~~ knowledge of community resources available in their caregiving environment.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods include lectures, student discussion, videos, on-line materials, centre visits

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Wittmer, D.S., Petersen, S. (2013). **Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach** ~~by Wittmer and Peterson~~ 3rd Edition, Toronto, ON: Pearson.

SUPPLIES / MATERIALS:

A vehicle to do three centre visits

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

* Annotated bibliography of current research and theory	30%
* Personal philosophy statement	10%
* A review of the provincial framework	30%
* 3 centre visits	30%
Total	100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- An overview of the historical theories which guide infant / toddler care;
- ~~review~~ Review of current practices;
- ~~a~~ A look at contemporary pressures on infant and toddler care;
- ~~a~~ A review of infant / toddler development; and
- ~~an~~ An introduction to the family-centered care model.

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COURSE IMPLEMENTATION DATE:	September 1993	
COURSE REVISED IMPLEMENTATION DATE:	~~January 2009~~ May 2014	
COURSE TO BE REVIEWED:	~~January 2013~~ May 2020	

OFFICIAL UNDERGRADUATE COURSE OUTLINE *(four years after UPAC approval)* *(month, year)*
INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 281	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV
		CREDITS

Programming for Special Needs
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course utilizes a problem-solving approach to the programming needs of exceptional children in nursery schools, daycare centres, kindergartens, and after-school programs.

PREREQUISITES: Admission to the ECE Diploma program and ECE 213 and ECE 260 or permission of department head.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: **45**		TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:		Length of course:
Lectures:	**25** Hrs	Hours per day:
Seminar:	Hrs	
Laboratory:	20 Hrs	**OTHER:**
Field experience:	Hrs	Maximum enrolment: **16**
Student directed learning:	Hrs	Expected frequency of course offerings: annually
Other (specify):	Hrs	*(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)   ☒ Yes   ☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☒ Yes   ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes   ☒ No

Course designer(s): **Lou Schroeder**

Department Head: ~~Christine Puder~~ Maple Melder Crozier   Date approved: ~~May 28, 2008~~

Supporting area consultation (UPACA1)   Date of meeting: ~~February 8, 2008~~

Curriculum Committee chair: ~~Gwen Clarke~~ Maple Melder Crozier   Date approved: ~~May 28, 2008~~

Dean/Associate VP: **Rosetta Khalideen**   Date approved: ~~December 10, 2008~~

Undergraduate Program Advisory Committee (UPAC) approval   Date of meeting: ~~January 30, 2009~~

LEARNING OUTCOMES:

Upon successful completion of this course, students will:
- Engage in planning developmentally-appropriate learning experiences for children with exceptionalities in all of the major domains;
- Plan appropriate routines and transitions for the special needs child;
- Articulate the developmental differences of special needs children with the typically developing child;
- Incorporate therapy objectives into the experiences planned for children with exceptionalities;
- ~~Understand~~ Identify and use appropriate teaching approaches, techniques, and strategies with special needs children;
- Plan an individual education plan with goals, objectives, and evaluation;
- Design a responsive and supportive inclusive environment;
- Define policies which ensure the health, safety, and nutrition of children with exceptionalities, in an inclusive setting;
- Define policies that promote and facilitate the transition process for the special needs child moving from the preschool to primary school; and
- Understand how to evaluate an inclusive program.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods will include lectures, audio-visual materials, active discussion, and on-line materials

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Deiner, P. (2004). Resources for Educating Young Children with Diverse Abilities~~. Birth through Twelve by Deiner, Dyck & Hardacre~~ Belmont, CA: Wadsworth Publishing.

> **Formatted:** Underline

SUPPLIES / MATERIALS:

Materials for planned experiences within the child's individual education plan

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Cognitive IEP	10%
Sensory IEP	10%
Language / Literacy IEP	10%
Socialization IEP	10%
Behavioural IEP	10%
Fine/Gross Motor IEP	10%
Plan for a Inclusive 3 – 5 Centre	15%
Policies for Health, Safety, Nutrition and Transition	25%
Total	100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- Task analysis and chaining in relationship to teaching a new task
- Relation of cognitive assessment to the learning needs of the special needs child
- Practical application of language, play, emotional and social skills in planning IEPs for the exceptional child
- Adaptation of environments for the special needs child
- Adaptation of theories and practical applications to the needs of an exceptional child
- Practice the process of program evaluation
- Incorporating language and early literacy into programming for the special needs child

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COURSE IMPLEMENTATION DATE: September 1993
COURSE REVISED IMPLEMENTATION DATE: ~~January 2009~~
May 2014

COURSE TO BE REVIEWED: ~~January 2013~~
May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE   *(four years after UPAC approval)*   *(month, year)*

INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ECE 282	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV CREDITS

Programming for Infancy
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course examines the theory and practice of infant care. ~~, from birth to age three.~~ The roles and routines of responsive infant/toddler caregiving are explored and strategies to promote optimal development are considered.

PREREQUISITES: Admission to the ECE Diploma program. ~~A, a~~nd completion of ECE 213 and ECE 269 or permission of department head.

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45
STRUCTURE OF HOURS:
Lectures: 40 Hrs
Seminar: Hrs
Laboratory: Hrs
Field experience: Hrs
Student directed learning: 5 Hrs
Other (specify): Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: ~~16~~ 36
Expected frequency of course offerings: annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Lou Schroeder**		
Department Head:	~~Christine Puder~~ Maple Melder Crozier	Date approved:	~~May 28, 2008~~
Supporting area consultation (UPACA1)		Date of meeting:	~~February 8, 2008~~
Curriculum Committee chair:	~~Gwen Clarke~~ Maple Melder Crozier	Date approved:	~~May 28, 2008~~
Dean/Associate VP:	**Rosetta Khalideen**	Date approved:	~~December 10, 2008~~
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	~~January 30, 2009~~

LEARNING OUTCOMES:

Upon successful completion of this course, students will:
- Design a responsive and supportive environment for infants and toddlers;
- Plan age-appropriate routines, transitions, and separations for infants and toddlers;
- Plan developmentally appropriate play experiences which enhance the infant or toddler's growth and development in the major domains;
- Articulate age-appropriate guidance and caring techniques;
- Define policies which ensure the health, safety, and nutrition of infants and toddlers in a group setting;
- ~~Understand~~Demonstrate knowledge of the importance of appropriate ~~First~~ first ~~Aid~~ aid for infants and toddlers; and
- ~~Understand~~ Identify how to evaluate the infant or toddler program.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods include lecture, small group discussions, videos, working with infants and toddlers, on-line materials

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Gonzalez-Mena, J., Widmeyer Eyer, D. (2011). <u>Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education,</u> Boston, MA: McGraw-Hill.
~~by Gonzalez-Mena and Eyer, Nelson-Canada~~

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SUPPLIES / MATERIALS:

Materials for age-appropriate experiences for each major domain

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

- Planning age-appropriate experiences for infants and toddlers in the major developmental domains:

* Language	10%
* Cognitive	10%
* Play	10%
* Socialization	10%
* Sensory	10%
* Motor	10%

- Planning an indoor and outdoor environment   15%

  Designing appropriate health, safety, and nutrition

  Policies for an infant / toddler centre   <u>25%</u>

  100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- Ways in which to create a responsible environment
- Ways in which to create a supportive environment
- Strategies to plan for individual differences
- The role of routines within responsive infant-toddler caregiving
- Ways to promote skills in:
  * Speech and Language development
  * Emotional development
  * Social development
  * Cognitive development
  * Motor development
- Promoting health, safety, and nutrition in the infant-toddler environment

COURSE IMPLEMENTATION DATE:	January 2011
COURSE REVISED IMPLEMENTATION DATE:	January ~~2011~~ May 2014
COURSE TO BE REVIEWED:	~~April 2013~~May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE   *(four years after UPAC approval)*   *(month, year)*
INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CYC 202	School of Child, Youth, and Family Studies	3.0
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	~~UCFV~~UFV CREDITS

Aboriginal Perspectives in Child and Youth Care Practice
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course provides information regarding Aboriginal perspectives that are valuable to CYC practitioners in helping to form best practice in the field. It will use Sto:lo Nation as an example and use such aspects as history, culture, traditions/teachings, language, and current issues to help students gain a professional level of sensitivity in working with clients of Aboriginal descent. There will be strong encouragement for CYC professionals to examine their practice in the field in order to work appropriately with this client group.

PREREQUISITES:	Departmentally-approved certificate or diploma, or 30 university-transfer credits, or permission of the ~~program~~ department head

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: ~~36~~45		TRAINING DAY-BASED INSTRUCTION:	
STRUCTURE OF HOURS:		Length of course:	
Lectures:	~~20~~25 Hrs	Hours per day:	
Seminar:	~~10~~14 Hrs		
Laboratory:	Hrs	**OTHER:**	
Field experience:	**6** Hrs	Maximum enrolment: **36**	
Student directed learning:	Hrs	Expected frequency of course offerings: Every year	
Other (specify):	Hrs	*(every semester, annually, every other year, etc.)*	

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)   ☒ Yes   ☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)   ☒ Yes   ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes   ☒No

Course designer(s): **Les Stagg**			
Department Head: ~~Christine Slavik~~ Maple Melder Crozier		Date approved:	~~January 2009~~
Supporting area consultation (UPACA1)		Date of meeting:	~~January 30, 2009~~
Curriculum Committee chair: Maple Melder Crozier		Date approved:	~~March 2009~~
Dean/Associate VP: **Rosetta Khalideen**		Date approved:	~~March 30, 2009~~
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	~~April 24, 2009~~

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
- 1. Discuss the history of the Sto:lo Nation, with an understanding of aspects related to pre-contact, contact, and post-contact with European people and the impact of that contact in modern times.
- 2. Describe various cultural aspects of modern Sto:lo people and how traditional features of Aboriginal culture, values, and practices influence their lives in today's world.
- 3. Explain the meaning of oral history and the current state of the Halq'emeylem language.
- 4. Describe styles of learning common among people of Aboriginal decent and how such traditional practices as storytelling have influenced this important factor.
- 5. Explain issues, risk factors, and resiliency factors that are commonly associated with life within Sto:lo Nation in the Fraser Valley today.
- 6. Describe current theory available in working with Aboriginal clients.
- 7. Demonstrate an appreciation for Sto:lo culture, values, beliefs, art, and people.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures will be supplemented in each class with visits from various people from Sto:lo Nation including Elders, teachers, artists, child and youth care professionals, and social service administrators. There will be a hands-on approach to gaining an understanding and appreciation of Sto:lo culture, values, and traditions. The course designer has also developed a series of videos for this course in a partnership with a Sto:lo videographer that will stimulate discussions in class and add significant Aboriginal perspectives. Field trips to local longhouses and Sto:lo-designed and -implemented sensitivity training are incorporated into the course.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Carlson, K.T.. (1997) You are Asked to Witness: The Sto:lo in Canada's Pacific Coast History. Chilliwack, BC: Sto:lo Heritage Trust.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

1. Journal Entry #1	10%
2. Field Trip Summary #1	10%
3. Term Paper	25%
4. Journal Entry #2	10%
5. Field Trip Summary #2	10%
6. Presentation	15%
7. Final Exam	20%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- Course Introduction, arrangements for field trips, syllabus, etc
- Sto:lo Nation history including pre-contact, contact, and post-contact periods of colonization
- Consequences experienced by Sto:lo people as a result of colonization
- Specific issues around the residential schools experience, assimilation attempts, loss of territory, etc
- The importance of salmon to Sto:lo life and culture
- Halq'emeylem language -introduction, current status
- Oral tradition, traditional learning, communication styles, and storytelling
- Elders, biographies, and the importance of ancestry
- First Nations entrepreneurs of today
- First Nations artisans and their art
- Ceremonies and traditions
- Modern social issues prevalent in children, youth and families within Sto:lo Nation
- Current theory in working with Aboriginal clients
- Current services available, Aboriginal-based, non-Aboriginal-based

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COURSE IMPLEMENTATION DATE: 1993-94
COURSE REVISED IMPLEMENTATION DATE: May 2014
COURSE TO BE REVIEWED: May 2020
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CYC 260	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Special Topics in Child and Youth Care	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course provides an opportunity to examine selected current issues in child and youth care.   With approval of the department, this course may be taken more than once for credit.

PREREQUISITES: Admission to the CYC degree program or permission of ~~the program~~ department head.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S): **SERVICE COURSE TO:** *(department/program)*
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: 45 TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course:
Lectures: **30** Hrs Hours per day:
Seminar: Hrs
Laboratory: Hrs **OTHER:**
Field experience: Hrs Maximum enrolment: **36**
Student directed learning: Hrs Expected frequency of course offerings: Whenever required
Other (specify): **15** Hrs *(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☒ Yes ☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes ☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☒ Yes ☐ No

Course designer(s): ~~Linda Matwichuk~~ **Maple Melder Crozier**		
Department Head: ~~Linda Matwichuk~~ **Maple Melder Crozier**	Date approved:	
Campus-Wide Consultation (CWC)	Date of meeting:	
Curriculum Committee chair:	Date approved:	
Dean/Associate VP: ~~Jackie Snodgrass~~ **Rosetta Khalideen**	Date approved:	
Undergraduate Education Committee (UEC) approval	Date of meeting:	

LEARNING OUTCOMES:

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

- Demonstrate specific knowledge about ~~and understanding about~~ issues in the field of cyc;

  ~~the concepts delivered in the particular special topics course.~~
~~Students will be introduced to special topics in the child and youth care field.~~
~~For example but not limited to the following:~~
~~Child Abuse and Neglect~~
~~School Aged Child Care~~
~~Child Life and community Health~~
~~Interdisciplinary Issues in CYC~~
~~Attachment issues~~
~~Any issues in the area of child and youth care~~

- **Discuss concepts affecting youth;**
- **Identify concerns of child abuse and neglect;**
- **Investigate resources relevant to attachment issues in children and youth.**

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, guest speakers, papers (essays)

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☒ Other (specify): Assignment, exam, experience or combination thereof, based on course objectives.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Depending on the special topics, coursepacks, material provided by the faculty member teaching the course on a ~~s~~Specific
topic~~s~~.

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Will vary depending on the subject.   Some evaluation methods ~~maybe~~ may include:
Research paper, discussion groups, personal portfolio.
Required reading from course pack developed for the special topic in CYC.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- Theory and practice related to current development issues;

- Global influences on child development;

- Effect of abuse and neglect on young children;

- Effect on poverty on young children;
- School aged child care;
- Children's rights;
- Cultural influences in CYC;
- Physical and physiological issues which may affect the lives of teens/youths.

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COURSE IMPLEMENTATION DATE: Sept 2003
COURSE REVISED IMPLEMENTATION DATE: ~~Sept~~ May
~~2003~~   2014

COURSE TO BE REVIEWED: ~~Sept~~ May
~~2007~~   2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE   *(six years after UEC approval)*   *(month, year)*

INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CYC 267	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Introduction to Working with Individuals in Child and Youth Care
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course focuses on ~~facilitating purposeful change in the lives of~~ using communication skills and helping strategies to work with children and youth. Self-awareness and the importance and use of therapeutic relationships are explored in the context of ~~a~~ helping process model and ~~core~~ effective communication skills. Change theory, risk assessment, and crisis intervention are introduced as they relate to child and youth care practice.

PREREQUISITES: Departmentally approved ~~related~~ certificate or diploma or 30 university transfer credits or Permission of ~~Program~~ department head.

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a)   Replaces: **CYC 252A**
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

TOTAL HOURS PER TERM: 45   TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course:
Lectures: **26**   Hrs   Hours per day:
Seminar: Hrs
Laboratory: 13   Hrs   **OTHER:**
Field experience: Hrs   Maximum enrolment: **36**
Student directed learning: **6**   Hrs   Expected frequency of course offerings: annually
Other (specify):   Hrs   *(every semester, annually, every other year, etc.)*

	Yes	No
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s): **Christine ~~Puder~~ Slavik**
Department Head: ~~D'Anne Epp~~   **Maple Melder Crozier**   Date approved:
Campus-Wide Consultation (CWC)   Date of meeting:
Curriculum Committee chair: **Maple Melder Crozier**   Date approved:
Dean/Associate VP: ~~Jacalyn Snodgrass~~ **Rosetta Khalideen**   Date approved: ~~November 27, 2002~~
Undergraduate Education Committee (UEC) approval   Date of meeting:

LEARNING OUTCOMES:

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

- ~~1)~~ Identify personal beliefs, values and ethics related to child and youth care practice
- ~~2)~~ Demonstrate a working knowledge of the nature of helping relationships
- ~~3)~~ Demonstrate the ability to foster the development of a therapeutic relationship
- ~~4)~~ Demonstrate the flexible use of a range of ~~core~~ effective communication and helping skills
- ~~5)~~ Apply ~~a problem-solving~~ solution building approach for intervention and crisis management

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, class discussion, video demonstration. Lab time (role playing & helping practice), community interaction, practice time.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s)　　　　☒ Portfolio assessment　　　　☒ Interview(s)

☒ Other (specify): Assignments, exam, experience or combination thereof, based on course objectives.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Ivey, A.E. & Ivey, M.B. (~~2003~~ 2010) Intentional Interviewing and Counselling (6 ~~5~~th Ed) Pacific Grove, CA: Brooks/Cole Publishing Co.~~,~~
~~Pacific Grove, CA,.~~
~~Krueger, M. (1995) Nexus: A Book About Youth Work, University Outreach Press, Milwaukee, WI.~~
Journals:　Relational Child and Youth Care Practice
　　　　　　International Journal of Child, Youth and Family Studies

Web-based Resource:　CYC Net

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

~~Journals~~ Critical Reflections	10%
~~Self- awareness in Professional Client Relationships paper~~	
Caring in Context Assignment	20%
Baseline Interview Analysis	~~30%~~20%
Videotape & Skills Analysis	30%
Final Exam	~~30%~~ 20%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- Fundamentals of change
- ~~Ways of Knowing~~
- Self-awareness in CYC

- Theoretical basis for understanding self in relationship
- Self-awareness model
- Relationship
- The Helping process – a framework for CYC practice
- Microskills – listening, attending, observation, empathy, concreteness, immediacy, self-disclosure, confrontation
- Risk Assessment
- Crisis intervention & Suicide intervention

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COURSE IMPLEMENTATION DATE: Sept 2003
COURSE REVISED IMPLEMENTATION DATE: ~~Sept~~ May ~~2007~~ 2014

COURSE TO BE REVIEWED: ~~Sept~~ May ~~2007~~ 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE   *(six years after UEC approval)*   *(month, year)*

INFORMATION

CYC 268	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Introduction to Working with Groups and Families in Child and Youth Care
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course focuses on using ~~core~~ effective communication skills and helping strategies to work in groups and connect with families. Group and family dynamics will be explored in the context of child and youth care practice. The prevention of abuse and neglect and cycles of family and community violence will be examined. Contemporary models of community service to children, youth, and families will be explored.

PREREQUISITES: CYC 267 with a C+ or higher; departmentally approved ~~related~~ certificate or diploma, or 30 credits university transfer credits, or permission of the ~~D~~department ~~H~~head.

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a) Replaces: **CYC 252B**
(b) Cross-listed with:
(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: 45   TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course:
Lectures: **26**   Hrs   Hours per day:
Seminar: Hrs
Laboratory: 13   Hrs   **OTHER:**
Field experience: Hrs   Maximum enrolment: **36**
Student directed learning: **6**   Hrs   Expected frequency of course offerings: annually
Other (specify):   Hrs   *(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s): **Christine ~~Puder~~ Slavik**		
Department Head: **~~D'Anne Epp~~ Maple Melder Crozier**	Date approved:	
Campus-Wide Consultation (CWC)	Date of meeting:	
Curriculum Committee chair: **Maple Melder Crozier**	Date approved:	
Dean/Associate VP: **~~Jacalyn Snodgrass~~ Rosetta Khalideen**	Date approved:	~~March 31, 2006~~
Undergraduate Education Committee (UEC) approval	Date of meeting:	

LEARNING OUTCOMES:

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

- 1) Demonstrate an introductory knowledge of group and family dynamics
- 2) Demonstrate how ~~core~~ effective communication skills and change theory can be applied in helping relationships
-      groups and with families
- 3) Demonstrate the knowledge required for developing safe, supportive helping environments
- 4) Demonstrate knowledge of the impact of child abuse and neglect and cycles of family and community violence
- 5) Access information about community services available to children, youth and families

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, class discussion, video demonstration. Lab time (role playing & helping practice), community interaction, practice time.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☒ Other (specify): Assignments, exam, experience or combination thereof, based on course objectives.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

~~Dunst, C., Trivette, C. Deal, A. (1994) Supporting and Strengthening Families Vol.1: Methods, Strategies and Practices. Brookline Books, Cambridge, MA~~

Cheal, David (2010), Canadian Families Today, New Perspectives 2nd Ed., Don Mills, ONT: Oxford University Press,

Journal: Relational Child & Youth Care
            International Journal of Child, Youth and Family Studies

Web-based Resources: CYC Net

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

~~Journals~~ Critical Reflections	10%
~~Videotape and Skills Analysis - Group or Family Intervention~~ Developmental Group Activity Planning in CYC	~~30~~15%
Creating therapeutic milieu in CYC Practice	15%
The role of CYC in Family Support	20%
Community Services Organization paper	20%
Final exam	20%

COURSE CONTENT:

- *[Course content varies by instructor. An example of course content might be:]*

- Understanding families & parenting styles
- Introduction to group dynamics
- Understanding personal values as they relate to family and group practice
- Diversity and inclusive practice in CYC
- Using ~~core~~ effective communication skills with families & groups
- Creating a therapeutic milieu
- Designing activities
- Understanding families in crisis
- Child and Abuse and Neglect/Cycles of Violence
- Understanding Community Service delivery.

UNIVERSITY
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COURSE IMPLEMENTATION DATE: 1993-94
COURSE REVISED IMPLEMENTATION DATE: ~~2004/05~~ May 2014

COURSE TO BE REVIEWED: ~~Sept 2004~~ May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE　　*(six years after UEC approval)*　　*(month, year)*
INFORMATION

| Students are advised to keep course outlines in personal files for future use. |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |

CYC 360	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Special Topics in Child and Youth Care	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course provides an opportunity to examine selected current issues in child and youth care.   With approval of the program head, this course may be taken more than once for credit.

PREREQUISITES:　　　　　Admission to the CYC degree program or permission of ~~the program~~ department head.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):　　　　　　　　　**SERVICE COURSE TO:** *(department/program)*
(a)　Replaces:
(b)　Cross-listed with:
(c)　Cannot take:　　　　　　　　　for further credit.

TOTAL HOURS PER TERM: **45**　　　　TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:　　　　　　　Length of course:
Lectures:　　　　　**30**　Hrs　　　Hours per day:
Seminar:　　　　　　　　Hrs
Laboratory:　　　　　　　Hrs　　**OTHER:**
Field experience:　　　　　Hrs　　Maximum enrolment: **36**
Student directed learning:　　Hrs　　Expected frequency of course offerings: Whenever required
Other (specify):　　**15**　Hrs　　*(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)　　☒ Yes　☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)　☐ Yes　☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:　　☒ Yes　☐ No

Course designer(s): ~~Linda Matwichuk~~ **Maple Melder Crozier**	
Department Head: ~~Christine Puder~~ **Maple Melder Crozier**	Date approved:
Campus-Wide Consultation (CWC)	Date of meeting:
Curriculum Committee chair: **Maple Melder Crozier**	Date approved:
Dean/Associate VP: ~~Jackie Snodgrass~~ **Rosetta Khalideen**	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

LEARNING OUTCOMES:

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

Demonstrate specific knowledge regarding the ~~and understanding about the~~ concepts delivered in the particular special topic~~s course.~~ – in the field of cyc.
~~Students will be introduced to special topics in the child and youth care field.~~
~~For example but not limited to the following:~~
~~Child Abuse and Neglect~~
~~School Aged Child Care~~
~~Child Life and community Health~~
~~Interdisciplinary Issues in CYC~~
~~Attachment issues~~
~~Any issues in the area of child and youth care~~

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, guest speakers, papers (essays)

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☒ Other (specify): Assignment, exam, experience or combination thereof, based on course objectives.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Depending on the special topics, course packs, material provided by the faculty member teaching the course on a specific topic~~s~~.

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Will vary depending on the subject. Some evaluation methods maybe:
Research paper, discussion groups, personal portfolio.
Required reading from course pack developed for the special topic in CYC.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- - Theory and practice related to current development issues;
- - Global influences on child development;
- - ~~Effect of abuse and neglect on young children~~Benefits of play;
- - ~~Effect on poverty on young children~~Consideration of various therapeutic models;
- ~~School aged child care~~;
- - ~~Children's rights;~~ Outdoor Recreation
- - Cultural influences in CYC;
- - Physical and physiological issues which may affect the lives of teens/youths.

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UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE: 1993-94
COURSE REVISED IMPLEMENTATION DATE: May 2014
COURSE TO BE REVIEWED: May 2020
(six years after UEC approval)   *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CYC 390	ECE/CYC	~~6~~ 3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Directed Studies in Child and Youth Care	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course requires research projects, directed readings, or additional course work in a specific area in child and youth care.   May be taken more than once for credit, provided the course content is different from that previously taken.

PREREQUISITES: Admission to the CYC degree program ~~or~~ and permission of ~~the program~~ department head.

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45
STRUCTURE OF HOURS:

			TRAINING DAY-BASED INSTRUCTION:
Lectures:		Hrs	Length of course:
Seminar:		Hrs	Hours per day:
Laboratory:		Hrs	
Field experience:		Hrs	**OTHER:**
Student directed learning:	35	Hrs	Maximum enrolment: **36**
Other (specify):	10	Hrs	Expected frequency of course offerings: Whenever required
			(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s):	~~Linda Matwichuk~~ **Maple Melder Crozier**	
Department Head:	~~Linda Matwichuk~~ **Maple Melder Crozier**	Date approved:
Campus-Wide Consultation (CWC)		Date of meeting:
Curriculum Committee chair:	**Maple Melder Crozier**	Date approved:
Dean/Associate VP:	~~Jackie Snodgrass~~ **Rosetta Khalideen**	Date approved:
Undergraduate Education Committee (UEC) approval		Date of meeting:

LEARNING OUTCOMES:

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

Demonstrate specific knowledge of the area of study proposed in this directed studies course.
~~and understanding about the concepts delivered in the particular directed studies course.~~
~~Students will be able to complete research projects, readings or addition course work in the area of child and youth~~
~~care~~
~~For example but not limited to the following:~~
~~Child Abuse and Neglect~~
~~School Aged Child Care~~
~~Child Life and community Health~~
~~Interdisciplinary Issues in CYC~~
~~Attachment issues~~
~~Any issues in the area of child and youth care~~

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, guest speakers, papers (essays)

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☒ Other (specify): Assignment, exam, experience or combination thereof, based on course objectives.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Depending on the special topics, course packs, material provided by the faculty member teaching the course on a specific topics.

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Will vary depending on the subject.   Some evaluation methods may be:
Research paper, personal portfolio.
Required reading from course pack developed for the special topic in CYC.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- • - Theory and practice related to any issues in cyc;
- • - Global influences on child/youth development;
- ~~- Effect of abuse and neglect on young children and youth;~~
- • ~~- Effect on poverty on young children/youth;~~
- • ~~- School aged child care;~~
- • - Children's rights;
- • - Cultural influences in CYC;
- ~~- Physical and physiological issues which may affect the lives of teens/youths.~~

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OFFICIAL UNDERGRADUATE COURSE OUTLINE

COURSE IMPLEMENTATION DATE: Sept 2003
COURSE REVISED IMPLEMENTATION DATE: ~~Sept 2003~~May 2014

COURSE TO BE REVIEWED: ~~Sept 2007~~ May 2020

(six years after UEC approval)   *(month, year)*

INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CYC 423	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Research Methods in CYC	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course introduces students to ways in which research in the child and youth care field is conducted. Within an applied research context, students will investigate the knowledge and skills necessary to locate, understand and utilize research relating to the field of CYC. Students will examine and apply basic issues, designs and methodologies within qualitative and quantitative research models.

PREREQUISITES: Admission to the CYC degree program or permission of ~~instructor~~department head.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a)   Replaces: -
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

TOTAL HOURS PER TERM: 45   TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course:
Lectures: **39**   Hrs   Hours per day:
Seminar: Hrs
Laboratory: Hrs   **OTHER:**
Field experience: Hrs   Maximum enrolment: **36**
Student directed learning: **6**   Hrs   Expected frequency of course offerings: Every Fall semester
Other (specify):   Hrs   *(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s): **Maple Melder Crozier**		
Department Head: ~~**D'Anne Epp**~~ **Maple Melder Crozier**	Date approved:	
Campus-Wide Consultation (CWC)	Date of meeting:	
Curriculum Committee chair: ~~————~~**Maple Melder Crozier**	Date approved:	
Dean/Associate VP: ~~**Jacalyn Snodgrass**~~ **Rosetta Khalideen**	Date approved:	~~**November 27, 2002**~~
Undergraduate Education Committee (UEC) approval	Date of meeting:	

LEARNING OUTCOMES:

Upon successful completion of this course, students will:

- 1. Recognize the purposes, procedures, and ethical considerations involved in clinical and research practice
- 2. Examine the strengths and limitations of qualitative and quantitative research models
- 3. Demonstrate understanding of what constitutes knowledge and its evaluation
- 4. Assess the applicability of various research models to particular types of research questions
- 5. ~~Understand~~ Identify the elements of the research process, via design of a research proposal
- 6. Access, use and critically evaluate published research literature
- 7. Generate, shape, and refine research problems
- 8. Evaluate practices in terms of measurement, validity, and reliability
- 9. Explain the rationale behind sampling

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

This course is delivered by a variety of modalities. Instructor lecture, student presentations, ongoing class discussions, community interaction and small group work are the primary forms of learning.
Students are encouraged to work together to critique and enhance their work.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☒ Other (specify): Assignment, exam, experience or combination thereof, based on course objectives.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Jackson, Winston (1999). Methods: Doing Social Research, 2nd Ed. Prentice-Hall Canada Inc.
Additional articles and readings to supplement the text may be provided in the library on 2-hour reserve or in class.

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Sampling Assignment	15 %
Methods Presentation	15 %
Research Proposal	25 %
Midterm	25 %
Final	20 %

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- ~~1.~~ Approaches to Methods
- ~~2.~~ Comparison of Qualitative and Quantitative
- ~~3.~~ Variables, Research Designs, & Ethics
- ~~4.~~ Sampling, Data Collection, & Data Analysis
- ~~5.~~ Reliability & Validity
- ~~6.~~ Research Questions
- ~~7.~~ Literature Reviews
- ~~8.~~ Statistics
- ~~9.~~ Research Plans
- ~~10.~~ Program Evaluation

COURSE IMPLEMENTATION DATE: ___Sept 2003___
COURSE REVISED IMPLEMENTATION DATE: ~~Sept 2003~~ May 2014

COURSE TO BE REVIEWED: ~~Sept 2007~~ May 2020

OFFICIAL UNDERGRADUATE COURSE OUTLINE   *(six years after UEC approval)*   *(month, year)*
INFORMATION

Students are advised to keep course outlines in personal files for future use.	
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor	

CYC 425	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Data Analysis in Child and Youth Care	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course introduces students to data analysis in the child and youth care field, including both theoretical and practical perspectives. The first half of the course is spent considering a variety of quantitative techniques. The remainder of the course explores qualitative analysis and its guiding principles.

PREREQUISITES: Admission to the CYC degree program or permission of ~~instructor~~ department head.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: _____ for further credit.

TOTAL HOURS PER TERM: 45   TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course: _____
Lectures: **25**   Hrs   Hours per day: _____
Seminar: Hrs
Laboratory: 14   Hrs   **OTHER:**
Field experience: Hrs   Maximum enrolment: **36**
Student directed learning: **6**   Hrs   Expected frequency of course offerings: Every Winter Semester
Other (specify):   Hrs   *(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s): **Maple Melder Crozier**	
Department Head: ~~**D'Anne Epp**~~ **Maple Melder Crozier**	Date approved: _____
Campus-Wide Consultation (CWC)	Date of meeting: _____
Curriculum Committee chair: **Maple Melder Crozier**	Date approved: _____
Dean/Associate VP: ~~**Jacalyn Snodgrass**~~ **Rosetta Khalideen**	Date approved: ~~**November 27, 2002**~~
Undergraduate Education Committee (UEC) approval	Date of meeting: _____

LEARNING OUTCOMES:

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

- ~~Underlying principles of~~ Define descriptive and inferential statistics
- ~~How to d~~Do statistics commonly used in the CYC field
- ~~Use b~~Basic techniques in qualitative analysis
- ~~Explain w~~Why qualitative and quantitative analysis is important to CYC
- And demonstrate how to do basic qualitative and quantitative analysis, and know when to do which
- Research design methodologies and the natural data analysis, based on the design purpose.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

This course is delivered by a variety of modalities. Instructor lecture, student presentations, ongoing class discussions, community interaction and small group work are the primary forms of learning.
Students are encouraged to work together to critique and enhance their work.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☒ Other (specify): Assignments, exam, experience or combination thereof, based on course objectives.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

1. ~~Jackson, Winston~~ Aron, A., Coups, E.J., Aron, E. (~~1999~~2011). ~~Methods: Doing Social Research, 2nd Ed. Prentice-Hall Canada, Inc.~~ Statistics for the Behavioral and Social Sciences 5th Edition. Upper Saddle River, NJ: Prentice Hall.
2. Berg, ~~Bruce~~ B., Lune, H. (~~2001~~ 2011). Qualitative Research Methods for the Social Sciences, ~~4th Ed. Allyn & Bacon.~~ (8th Edition). Toronto, ON: Pearson.
~~Additional articles and readings to supplement the texts may be provided in the library on 2-hour reserve or in class.~~

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Descriptive Stats Database	15%
Inferential Stats Research Questions	25%
Qualitative Data Analysis	40%
Midterm	20%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- ~~1.~~ Qualitative and Quantitative Analysis in CYC
- ~~2.~~ Levels of Data
- ~~3.~~ Frequency Distributions
- ~~4.~~ Central Tendency, Variability & Normal Distribution
- ~~5.~~ Error ~~Chance~~ Sampling & Probability
- ~~6.~~ Hypothesis Testing & Alpha Levels
- ~~7.~~ Pearson Chi-Square
- ~~8.~~ T-Tests
- ~~9.~~ Pearson Correlation Coefficients
- ~~10.~~ Qualitative Philosophy
- ~~11.~~ Data Immersion
- ~~12.~~ Coding Data
- ~~13.~~ Thematic Analysis
- ~~14.~~ Recontextualizing

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COURSE IMPLEMENTATION DATE: 1995
COURSE REVISED IMPLEMENTATION DATE: May 2014
COURSE TO BE REVIEWED: ——May 2020
(six years after UEC approval)   *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CYC 496	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Special Topics: Disability Issues	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course involves students in an examination of perspectives on disability, as well as critical analysis of current theories, policies, and practice. The course begins with an examination of common assumptions about disability and provides opportunities to challenge and critique interpretations of the nature and meaning of disability. Several frameworks are proposed for approaching disability issues, with emphasis given to a social justice framework which emphasizes the citizenship and human rights of people with disabilities. The history of attitudes about, and treatment of people with disabilities is examined. Significant events and the contributions of pioneers of the disability rights movement are also highlighted. The roles and perspectives of people with disabilities, family members, and professionals in service systems are examined. ~~in the context of a range of topics.~~
Note: Credit cannot be obtained for both CYC 496 and SOWK 496.

PREREQUISITES: Admission ~~in~~to the BACYC or BSW programs , or permission of department head.
~~(Students with a minimum of 45 credits in other degree programs may be able to obtain Instructor's permission at the first class. However,they should check with the program head to see v can apply this course to their program).~~

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   **SERVICE COURSE TO:** *(department/program)*
(a)   Replaces: ——**SOWK 496**
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

TOTAL HOURS PER TERM: 45   TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course:
Lectures: **35**   Hrs   Hours per day:
Seminar: Hrs
Laboratory: Hrs   **OTHER:**
Field experience: Hrs   Maximum enrolment: **36**
Student directed learning: **10** Hrs   Expected frequency of course offerings: annually
Other (specify):   Hrs   *(every semester, annually, every other year, etc.)*

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s): ~~D'Anne Epp~~ Mark Littlefield

Department Head: ~~Christine Slavik~~ Maple Melder Crozier   Date approved: _____

Campus-Wide Consultation (CWC)   Date of meeting: _____

Curriculum Committee chair: ~~Christine Slavik~~Maple Melder Crozie   Date approved: _____

Dean/Associate VP: **Rosetta Khalideen**   Date approved: _____

Undergraduate Education Committee (UEC) approval   Date of meeting: _____

LEARNING OUTCOMES:

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

1. Explore and articulate your personal beliefs and values about disability;
2. Identify and describe respectful ways you can interact with individuals with diverse abilities and needs;
3. Describe and evaluate theoretical frameworks for interpreting, understanding and responding to disability;
4. Describe disability-related policy frameworks and implications for service delivery;
5. Describe and utilize strategies to promote inclusion and empowerment of people with disabilities and their families;
6. Describe interdisciplinary and trans-disciplinary principles and methods in services used by people with disabilities and their families/caregivers;
7. Describe a range of issues affecting people with disabilities and their families/caregivers throughout the life-span;
8. Apply theoretical and policy frameworks, and services planning and delivery principles to realistic situations.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Guest speakers, presentations, assignments, final exams.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☒ Other (specify): Assignment, exam, experience or combination thereof, based on course objectives.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

~~Disability, Community and Society: Exploring the links (1996) North York: Roeher Institute.~~
Edelson, M. (2005). Battle Cries: Justice for Kids with Special Needs. Toronto, ONT: Sumach Press.

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Annotated bibliography   25%
Case scenario development 15%
Development of a family centered service plan 15%
Community information poster about a disability from a CYC perspective 15%
Self-reflection essay 15%
Participation 15%
~~Biography   25%~~
~~Resource pack 30%~~
~~Special projects 35%~~
~~Participation 10%~~

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Disability issues within Child ~~Welfare~~protection.
- Examination of International, national and local constructs of the what it means to be "disabled"
- Exposure to and discourse with practitioners from other disciplines that work with children with special needs,

with a focus on improving collaborative practice in the field
- Encouraging students to consider natural development such as identity formation, sexuality and gender relations along with specific issues related to particular disabilities
- Students will examine their personal stereotypes and values in relation to the concept of service, capacity building and human rights of people with disabilities
- Students examine then compare and contrast multiple United Nations conventions that relate to service delivery for children and families where disabilities are present
- Exposure to and discourse with parents and youth that live with disabilities in order to understand directly from them what contributes to high quality service delivery.
- Examination of issues that require a practitioners attention where families have a parent rather than the child with a disability, what considerations needs to be Addressed to ensure the best possible develop of the child.

MEMORANDUM

TO: Dr. Rosetta Khalideen, Dean – Professional Studies
Dr. Adrienne Chan, AVP – Research, Graduate Studies and Engagement

FROM: John Hogg, MSW, RSW, Chair – MSW Program, Social Work and Human Services

DATE: December 6, 2013

SUBJECT: Revised Course Outlines for Professional Studies Faculty Council December 13, 2013

Enclosed are the recently updated official course outlines from the Master of Social Work (MSW) Program:

SOWK 700	SOWK 730
SOWK 704	SOWK 750
SOWK 710	SOWK 783
SOWK 711	SOWK 797
SOWK 720	SOWK 799

These have been reviewed and revised by the Graduate Program Committee and recommended for approval by the School of Social Work and Human Services. The review includes all ten courses offered as part of the MSW. The changes recommended for approval are all within the Graduate Studies Guidelines definition provided for 'Minor Changes'.

Rationale for Changes:

The changes to the enclosed outlines:

- Update and clarify courses in preparation for the upcoming accreditation of the MSW Program.

Summary of Changes:

The 'tracked changes' noted ensure a consistency across the MSW courses. They integrate the feedback from students within the previous cohort and provide clarification of course content, objectives, assignments and readings for each of the courses.

The School of Social Work and Human Services welcomes the opportunity to have these changes reviewed by the Faculty of Professional Studies.

JH/lrt

OFFICIAL COURSE OUTLINE INFORMATION

UNIVERSITY
OF THE FRASER VALLEY

FACULTY/DEPARTMENT:	**SCHOOL OF SOCIAL WORK**	
SOWK 700	N/A	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS

Advanced ~~Intervention and Assessment Techniques~~Clinical Social Work Practice

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Students will be prepared for advanced professional practice as a clinical social worker through a critical analysis of various models of change and change applications when intervening with diverse populations. Models of change will be examined utilizing a lens of outcome research and emerging evidence. The impact of structural factors, agency policy and mandates, and various elements of oppression and privilege will be considered. An examination of the professional use of self by the social worker in the helping relationship will be critically analyzed. Students will identify their own developing ~~own~~ model of change and leadership within the context of advanced clinical practice. ~~Building on basic social work assessment and intervention practice skills, students will develop knowledge and skills, based on appropriate theoretical frameworks, in working with both individuals and groups. An examination of power in the helping relationship will be explored. Holistic assessment and intervention practice will be developed considering populations having complex issues and life events. A special focus of the course will include the effects on clinical practice of structural considerations such as gender, race, sexual orientation, ability, class, poverty, and other forms of marginalization.~~

PREREQUISITES: **Admission to the MSW Program**

COREQUISITES: **None**

TOTAL HOURS PER TERM:	**45**	MAXIMUM ENROLLMENT: 24
* STRUCTURE OF HOURS		EXPECTED FREQUENCY OF COURSE OFFERINGS:
Lectures:	**15**	~~On a yearly basis~~ Every 2 years, based on MSW Cohort model
Seminar:	**30**	
Laboratory:		
Field Experience:		
Student Directed Learning:		
Other (Specify):		

AUTHORIZATION SIGNATURES:

Course Designer(s):	GPC Chair:
~~Work~~	Glen Paddock, PhD, RMFT~~Pieter Steyn~~ ~~Supervision), RSW, PhD~~
	John Hogg, MSW, RSW
Dean:	GSC Chair:
Rosetta Khalideen	Adrienne Chan, PhD~~Yvon Dandurand~~
GSC Approval in Principle Date:	GSC Final Approval Date: March 17, 2011
~~COURSE IMPLEMENTATION DATE:~~	~~September 1, 2011~~

COURSE REVISED IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (4 years after approval): August 1, 2013

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COURSE OBJECTIVE - The overall purpose / rationale for this course is:

~~To enable students who already posses beginning assessment and intervention skills to deepen and extend their social work assessment and intervention skills in direct practice with individuals and groups. Through this course, the student will develop a more in-depth biopsychosocial framework for assessment and intervention consistent with social work values and ethics and an advanced understanding of diversity and aspects of oppression.~~

~~This course is an advanced course in social work methods, providing skills and knowledge in preparation for other advanced practice courses and field education courses.~~
To prepare students to be advanced clinical social work practitioners.

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

- ~~Describe and Ccritically evaluate multiple contemporary models of change for social work clinical practice.~~
- ~~theoretical frameworks for social work assessment and intervention and the utilization of these frameworks in various practice settings and situations;~~
- ~~Engage in self-reflection and critical analysis to develop advanced helping relationship skills in direct social work practice, and advanced interviewing skills in complex practice situations. Demonstrate the ability to develop therapeutic relationships in direct social work practice and use advanced interviewing skills in complex practice situations involving diverse client cultures, values, behaviors, strengths, and needs;~~
- ~~Develop an understanding of the advanced skills required in assessment. Demonstrate advanced skills in assessment, reflecting a comprehensive, multidimensional approach;~~
- ~~Design and implement intervention strategies. and procedures with individuals and groups including recognition of clients' strengths, short term intervention strategies, and addressing client resistance to change;~~
- ~~Demonstrate skills in integrating knowledge on how the therapeutic relationship, assessment and intervention strategies affect and are affected by diversity (ethnic, racial, class, religious, gender, age, sexual orientation and life style), and factors of oppression, and social injustice (e.g., racism, sexism);~~
- ~~Demonstrate an understanding of professional responses to value dilemmas, ethical issues, and legal mandates related to high risk issues (e.g., confidentiality, professional boundaries, scope of practice) and legal mandates related to high risk issues (e.g., suicidal ideation, child abuse) which may arise in social work practice with individuals and groups;~~
- ~~Demonstrate an advanced level of knowledge of the professionaluse of self as it impacts the client system including awareness of strengths and limitations, ability to appropriately seek and utilize feedback, professional boundaries, and transference and counter-transference reactions;~~
- ~~Demonstrate social work group skills utilizing an interpersonal perspective;~~
- ~~Articulate a prefer edn integrated practice model and demonstrate advanced critical thinking and professional decision making skills in the application of this preferred change model.~~
- Describe and critically evaluate multiple contemporary models of change for social work practice;
- Develop helping relationships in direct social work practice and use advanced interviewing skills in complex practice situations involving diverse client cultures, values, behaviors, strengths, and needs;
- Develop advanced skills in assessment reflecting a comprehensive, multidimensional approach;
- Design and implement intervention strategies with individuals, couples and families;
- Demonstrate an understanding of professional responses to value dilemmas, ethical issues, and legal mandates related to high risk issues;
- Demonstrate an advanced level of knowledge of the professional use of self as it impacts the client system;
- Develop social work group skills utilizing an interpersonal perspective;
- Articulate a preferred integrated practice model and demonstrate advanced critical thinking and decision making skills in the application of this preferred change model.

*METHODS:

~~A variety of methods to enhance student learning will be used. This is predominantly an online course with a requirement of two weekend workshops. Lectures, seminars, case studies, guest speakers, class and small group discussions, and practice skills will be utilized in addition to set assignments.~~
SOWK 700 is an online course through UFV's Blackboard Learn environment. In addition, there will be 2-3 face-to-face learning sessions.
Overall, student learning will occur through independent reading, viewing and listening to identified content. Students will be guided to readings, podcasts, and videos through the weekly folders posted in the Blackboard Learn environment. Students and

Graduate Studies

Instructor will co-create a "learning dialogue" through discussions and reflections to the above materials by making weekly on-line postings in BBL. The goal will be to learn from each other through an online dialogue of theoretical and research findings to specific work with persons in the context of their relationship networks.

Students will be expected to read identified chapters & articles, listen to podcasts and watch videos as outlined for weekly learning. As graduate students, you will be expected to guide your own learning.

*COURSE CONTENT:

- Course Introduction

- Clinical Social Work: overview, ethics and boundaries; an integrated approach

- Engagement and assessment

- Assessment continued

- Intervention

- Culturally specific practice interventions and global perspectives in clinical practice

- Behavioural and cognitive therapy

- Behavioural and cognitive therapy continued

- Psychodynamic and& psycho-social therapies

- Group treatment

- Post modern treatments

- Clinical practice with children and adolescents

- Clinical termination

*STUDENT EVALUATION:

Assignment #1: Facilitating On-line Dialogue Session: 20%

Assignment #2: Model-of-the-Week Reaction Papers: 40%

Assignment #3: Major Paper: 40%Assignment #1: Reflection Papers (Value: 20%)

Assignment #2: Case example analysis (Value: 20%)

Assignment #3: Demonstration of advanced interviewing skills: Video Tape and Self-critique (Value: 30%)

Assignment #4: Major Paper (Value: 30%)

*TEXTBOOKS, REFERENCES, MATERIALS:

Cooper, M. & Lesser Granucci, J. (2008). Clinical social work practice: An integrated approach (3nd Edition). New York, NY: Allyn & Bacon.

Association for the Advancement of Social Work with Groups (2006). Standards for social work practice with groups. Second edition
http://www.aaswg.org/Standards/standards%20single%20page%20layout1.pdf

The following e-books are available through the UCFV Library system:

Berlin, Sharon B. (2002). Clinical social work practice: a cognitive-integrative perspective. New York, NY: Oxford University Press.

Folgheraiter, F. (2004). Relational Social Work: Toward Networking and Societal practices. London, England: Jessica Kingsley.

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~~Greif, G. & Ephross, P.H. (Eds.), (2004). Group Work with Populations at Risk. New York, NY: Oxford University Press. (2nd edition)~~

~~Lightburn, A. & Sessions, P. (Eds.), (2006) Handbook of Community-Based Clinical Practice . New York, NY: Oxford University Press.~~

~~Turner, F.J. (2002). Diagnoses in Social Work: New Imperatives. New York, NY: The Haworth Press.~~

~~Course Pack:~~
~~Corwin, M. (2002). Brief Treatment in Clinical Social Work Practice. Pacific Grove, CA: Brooks/Cole.   (Chapter 3: assessment)~~

~~Dworkin, J. (2005). Advanced social work practice: An integrative approach. Boston, MA: Allyn & Bacon. (Chapter 2)~~

~~Epstein L., & Brown, L.B. (2002). Brief Treatment and a new look at the Task-Centered Approach. Boston, MA: Allyn & Bacon. (4th edition)   (Chapter 8: Intervention)~~

~~Sands, R.G. (2001). Clinical Social Work Practice in behavioral mental health: A Post Modern approach to practice with adults. Needham Heights, MA: Allyn & Bacon. (2nd edition)   (Chapter 3, A Biopsychosocial conceptual framework, 47-77.)~~

Cooper, M. & Lesser-Granucci, J. (2011). *Clinical social work practice: An integrated approach* (4th Edition). New York, NY: Pearson.

Kahn, Michael (1997). *Between therapist and client* (rev. ed.). NY: Freeman/Holt.

McNamee, Sheila & Gergen, Kenneth, J. (1992). *Therapy as social construction.* London: Sage.

Journal Readings: BlackBoard Learn On-line Environment:
          Links to the articles below are embedded in weekly folders in BBLearn:
Antoniou, A. S., & Blom, T. G. (2006). The Five Therapeutic Relationships. Clinical Case Studies, 5(5), 437-451.

Berlin, Sharon B. (2002). Clinical social work practice: a cognitive-integrative perspective. New York, NY: Oxford University Press.

Cameron, M., & Keenan, E. (2010). The Common Factors Model: Implications for Transtheoretical Clinical Social Work Practice. *Social Work*, 55(1), 63-73.

Caplan, T. (2006). Seeing the Forest for the Trees: An Integrated Approach to Formulating Group Work Interventions. *Social Work with Groups*, 29(1), 63-77.

Chronis, A.M., Jones, H.A. & Raggi, V.L. (2006). Evidence-based psychosocial treatments for children and adolescents with attention-deficit/hyperactivity disorder. *Clinical Psychology Review*, 26(4), 486-502.

Congress, E. P. (2004). Cultural and Ethical Issues in Working with Culturally Diverse Patients and Their Families: The Use of the Culturagram to Promote Cultural Competent Practice in Health Care Settings. Social Work in Health Care, 39(3/4), 249-262.

Corcoran, J. (2005). Building strengths and skills: A collaborative approach to working with clients. New York, NY: Oxford University Press.

Corcoran, J. & Walsh, J. (2006). Clinical assessment and diagnosis in social work practice. New York, NY: Oxford University Press.

Dalton, B. (2005). Teaching Cultural Assessment. Journal of Teaching in Social Work, 25(3/4), 45-61.

Dean, R., & Poorvu, N. (2008). Assessment and Formulation: A Contemporary Social Work Perspective. Families in Society, 89(4), 596-604.

Dietz, Christine A. 2000. "Responding to Oppression and Abuse: A Feminist Challenge to Clinical Social Work." *Affilia: Journal of Women & Social Work* 15, no. 3: 369-389.

Feltham, C. & Dryden, W. (2006). Clinical assessment and diagnosis in social work Practice (2nd Edition). New York, NY: Open University Press.

Goldstein, E. (2007). Social Work Education and Clinical Learning: Yesterday, Today, and Tomorrow. Clinical Social Work Journal, 35(1), 15-23.

Graybeal, C. (2001). Strengths-Based Social Work Assessment: Transforming the Dominant Paradigm. Families in Society, 82(3), 233-242.

Gregory, V. L. (2010). Cognitive-Behavioral Therapy for Bipolar Disorder: Implications for Clinical Social Workers. Journal of Social

Service Research, 36(5), 460-469.

Hick, S. F., & Chan, L. (2010). Mindfulness-Based Cognitive Therapy for Depression: Effectiveness and Limitations. Social Work in Mental Health, 8(3), 225-237.

Kurland, R. (2005). Planning: The Neglected Component of Group Development. Social Work with Groups, 28 (3/4), 9-16.

Leung, P., Chan, C., Ng, S., & Lee, M. (2009). Towards Body–Mind–Spirit Integration: East Meets West in Clinical Social Work Practice. Clinical Social Work Journal, 37(4), 303-311.

Miley, K., & duBois, B. (2007). Ethical Preferences for the Clinical Practice of Empowerment Social Work. Social Work in Health Care, 44(1/2), 29-44.

Poulin, J., & Young, T. (1997). Development of a Helping Relationship Inventory for Social Work Practice. Research on Social Work Practice, 7(4), 463-489.

Reupert, A. (2007). Social Worker's Use of Self. Clinical Social Work Journal, 35(2), 107-116.

Siebold, C. (2007). Everytime we say Goodbye: Forced Termination Revisited. A Commentary. *Clinical Social Work Journal*, 35, 91–95.

Simpson, G., Williams, J., & Segall, A. (2007). Social Work Education and Clinical Learning. Clinical Social Work Journal, 35(1), 3-14.

Thomas, H. and Caplan, T. (1999). Spinning the group process wheel: Effective facilitation techniques for motivating involuntary client groups. Social Work with Groups, 21(4), 3- 21.

Timberlake, E., Sabatino, C., & Martin, J. (1997). Advanced Practitioners in Clinical Social Work: A Profile. Social Work, 42(4), 374-385.

Van Voorhis, R. M., Bennett, R., & Chang, V. (2006). Educating Social Workers to Establish Well-Formed Goals. Journal of Teaching in Social Work, 26(1/2), 147-161.

White, V. E. (2002). Developing Counseling Objectives and Empowering Clients: A Strength-Based Intervention. Journal of Mental Health Counseling, 24(3), 270.

Zosky, D. L. (1999). The application of Object Relations Theory to domestic violence. Clinical Social Work Journal, 27(1), 55-69.

*SUPPORT MATERIALS:

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders. (4th ed., Text Rev.) Washington, D.C.:APA.
Appleby, G.A., Colon, E. & Hamilton, J. (2007). Diversity, Oppression, and Social Functioning: Person In-Environment Assessment and Intervention. 2/E. New York, NY Allyn & Bacon.
Bentley, K.J & Walsh, J. (2006). The Social Worker and Psychotropic Medication: Toward Effective Collaboration with Mental Health Clients, Families, and Providers. 3rd Edition. Belmont, CA: Thomson.
Berlin, Sharon B. (2002). Clinical social work practice: a cognitive-integrative perspective. New York, NY: Oxford University Press.

Berman-Rossi, T. (1993). The tasks and skills of the social worker across stages of group development. Social Work with Groups, 16(1/2), 69-82.
Berman-Rossi, T. (1992). Empowering groups through understanding stages of group development. Social Work with Groups, 15(2/3), 239-256.
Brandell, J. R. (2004). Psychodynamic Social Work. New York, NY: Columbia University Press.
Breton, M. (1990). Learning from social work group traditions. Social Work with Groups, 13 (3), 21-34.
Brew, L. & Michael Altekruse, M (2006). Building the Relationship: Common Errors in Helping. Belmont, CA: Thomson.
Caplan, T. and Thomas, H. (2004). If We Are All in the Same Canoe, Why are We Using Different Paddles?: The Effective Use of Common Themes in Diverse Group Situations.. Social Work with Groups, 27(1), 53-73.
Costa, L., & Altekruse, M. (1994). Duty to warn guidelines for mental health counselors. Journal of Counseling & Development, 72(4), 346-350.
Corcoran, J. (2006). Cognitive-Behavioral Methods: A Workbook for Social Workers. New York, NY Allyn & Bacon.
Corey, G, Corey, C, M., Callahan, P. (2007), (7th edition). Issues and ethics in the helping professions. Pacific Grove, CA: Brooks/Cole.
De Jong, P & Berg, I.S. (2008). (3rd edition.) Interviewing for Solutions. Belmont, CA: Thomson.
Dorfman, R. A. (1999). Paradigms of Clinical Social Work, Vol. 2. London: Taylor & Francis.
Dziegielewski, S.F., & Leon, A.M. (2001). Social Work Practice and Psychopharmacology. New York, NY: Springer Publishing.
Fischer, J. & Corcoran, K. (1994). (2nd edition.) Measures for Clinical Practice: A Source Book, Volumes I & II. New York, NY: The

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Free Press.

Goldenthal, P. (2005). Helping Children and Families: A New Treatment del Integrating   Psychodynamic, Behavioral, and Contextual Approaches. New York, NY: John Wiley & Sons.

Leon, A.M., Altholz, J.A.S., & Dziegielewski, S. F. (1999). Compassion Fatigue: Considerations for Working with the Elderly. Journal of Gerontological Social Work, 32 (1).

Maguire, M. (2002). Clinical Social Work: Beyond Generalist Practice with Individuals, Groups and Families. Belmont, CA: Thomson.

Millon, T., Millon, C.M., Meagher, S., Grossman, S., & Rammath, R. (2004). Personality Disorder in Modern Life, 2nd Edition. New York, NY: John Wiley & Sons.

Murphy, B.C. & Dillon, C. (2008). (3rd Edition) Interviewing in Action in a Multicultural World. Belmont, CA: Thomson.

Neukrug,E.S. & Fawcett, R.C. (2006). Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists. Belmont, CA: Thomson.

Northen, H. & Kurland, R. (2001). The Knowledge Base for Practice. Social Work with Groups. New York, NY: Columbia University Press.

Rhule, D.M. (2005). Take care to do no harm: Harmful Interventions for youth problem. Professional Psychology: Research and Practice, 36(6), 618-625.

Saleebey. (2005). Strengths Perspective in Social Work Practice. New York, NY: Allyn & Bacon.

Schopler, J.H. and Galinsky, M.J. (2005). Meeting Practice Needs: Conceptualizing the Open-ended Group. Social Work with Groups, 28, 49-68.

Shulman, I. (2002). Learning to talk about taboo subjects: a lifelong professional challenge. Social Work with groups, 25 (1/2), 139-150.

Smokovski, P. R., Galinsky, M., Harlow, K. (2001). Using technologies in groupwork. 1.Face-to-face groups. 2. Technology-based groups. Groupwork, 13 (1), 72-115.

Stout, C. E., & Hayes, R. A. (2004). The Evidence-Based Practice: Methods, Models, and Tools for Mental Health Practitioners. New York, NY: John Wiley & Sons.

Wayne, J. and Gitterman, A. (2003). Offensive behaviour in groups: Challenges and opportunities. Social Work with groups, 26 (2), 23-34.

Wright, M. (2002). Co-facilitation: Fashion or function? Social Work with Groups, 25 (3), 77-92.

Yufit, R. I. & Lester, D. (2004). Assessment, Treatment, and Prevention of Suicidal Behavior. New York, NY: John Wiley & Sons.

Zosky, Diane L. (1999). The application of object relations theory to domestic violence. Clinical Social Work Journal. 27(1), 55-69.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, D.C.: APA.

Appleby, G.A., Colon, E. & Hamilton, J. (2007). Diversity, Oppression, and Social Functioning: Person-In-Environment Assessment and Intervention (2nd ed.). New York, NY Allyn & Bacon.

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De Jong, P & Berg, I.S. (2008). Interviewing for Solutions (3rd ed.). Belmont, CA: Thomson.

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Fischer, J. & Corcoran, K. (1994).Measures for Clinical Practice: A Source Book, Volumes I & II (2nd ed.). New York, NY: The Free Press.

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Leon, A.M., Altholz, J.A.S., & Dziegielewski, S. F. (1999). Compassion Fatigue: Considerations for Working with the Elderly. Journal of Gerontological Social Work, 32 (1).

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Neukrug, E.S. & Fawcett, R.C. (2006). Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists. Belmont, CA: Thomson.

Northen, H. & Kurland, R. (2001). The Knowledge Base for Practice. Social Work with Groups. New York, NY: Columbia University Press.

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Smokovski, P. R., Galinsky, M., Harlow, K. (2001). Using technologies in groupwork. 1.Face-to-face groups. 2. Technology-based groups. Groupwork, 13 (1), 72-115.

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Zosky, Diane L. (1999). The application of object relations theory to domestic violence. Clinical Social Work Journal. 27(1), 55-69.

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PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:)   ☐ YES ☒ NO

* If YES specify how:

_____

* These sections are subject to change at the discretion of the department and the content will vary.

Graduate Studies

OFFICIAL COURSE OUTLINE INFORMATION

UNIVERSITY OF THE FRASER VALLEY

FACULTY/DEPARTMENT:	**SCHOOL OF SOCIAL WORK**	
SOWK 704	**N/A**	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS
Research and Program Evaluation		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

The most common forms of applied research with which social workers engage are program evaluation, outcome evaluation, and needs assessment. This course on Research and Program Evaluation will prepare students to design and implement a specific research project at the graduate level, with a community organization or agency. Drawing from a heuristic, non-positivist approach to research, the course will emphasize a range of research traditions. The course will facilitate practical experience in applied research, and focus on developing the skills of the researcher within the context of everyday practice. Course content will include knowledge and skill development in developing a research plan, qualitative and quantitative research methodologies, ethical considerations and ethics approval, implementation of the research plan, data collection, and preliminary data analysis. Students are expected to have had previous experience in literature review and research design, and a basic understanding of statistics.

PREREQUISITES:	**Students must have taken a research and statistics course prior to taking this course. Students should also have a basic understanding of literature review and research design. Admission to the MSW program.**
COREQUISITES:	**None**

TOTAL HOURS PER TERM: **45**

* STRUCTURE OF HOURS
Lectures: **15**

Seminar: **30**
Laboratory:
Field Experience:
Student Directed Learning:
Other (Specify):

MAXIMUM ENROLLMENT: **24**

EXPECTED FREQUENCY OF COURSE OFFERINGS:
~~On a yearly basis~~ Every 2 years, based on MSW Cohort model~~2 model~~

AUTHORIZATION SIGNATURES:

Course Designer(s):

Adrienne Chan, MSW, PhD

GPC Chair:

John Hogg MSW, RSW

Dean:

Rosetta Khalideen

GSC Chair:

Adrienne Chan, MSW, PhD

GSC Approval in Principle Date:

GSC Final Approval Date:

COURSE IMPLEMENTATION DATE: September 1, 2010

COURSE REVISED IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (4 years after approval):

Graduate Studies

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COURSE OBJECTIVE - The overall purpose / rationale for this course is:

To develop the students' skills and experience in implementing an applied research project in social work, in areas such as program evaluation and needs assessment. These applied research skills and knowledge are important given the nature of accountability that is required for social service and health sector agencies and organizations.

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

- Demonstrate skill and understanding of the methods utilized for knowledge acquisition and their relationship to specific types of research questions;
- ~~Demonstrate skill in~~ Understanding of ~~using basic~~ qualitative and quantitative methods;
- Identify and address ethical issues within the context of research;
- Demonstrate an understanding of the role of power, culture, and human diversity in research;
- Demonstrate an understanding of the role and dynamics of researchers who are internal and external to organizations;
- Examine and conceptualize research within the context of social change;
- Demonstrate the skill to develop and implement a small research project in program evaluation and/or needs assessment related to specific interests in social work practice and policy.

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*METHODS:

The methods for SOWK 704 include classroom (face to face) attendance, online classes, and an audio-conference component (if available).
Classroom component: lecture, discussion, guidance and discussion about specific projects.
Online component: lecture, student postings regarding specific discussion questions.
Audio-conference component: combine lecture, discussion and specific questions and discussion about individual research projects.

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*COURSE CONTENT:

- Review of research design and introducing evaluation research

- Examining agency needs, ethical considerations

- Sampling, data collection, needs assessment

- Process evaluation and outcome evaluation

- Power, culture and difference in research projects

- Data collection

- Data collection, research for social change and participatory research

- Data analysis

- Limitations and implications of research

- Writing-up, reporting findings, dissemination of research

- Summing-up and wrap-up

Graduate Studies

*STUDENT EVALUATION:

Assignment #1 - Ethics Review Submission (Value - 30%)

~~Ethics Review is required for all research conducted through UFV. Of paramount concern in research is "minimal risk" for participants. This assignment requires the completion of all forms and requirements to submit to the Research Ethics Board, and any forms or requirements for the agency where the research is being conducted.~~

Assignment #2 - Research Journal (Value - 30%, two journals x 15% each)

~~The content of the journal may involve ideas and issues that relate to the research experience, concepts that trouble or intrigue the researcher/student, or ideas that emerge and challenge the research process. This assignment is a place to identify how the research process has had an impact on researcher/ student with respect to ongoing social work learning. Having difficulties with the research process is normal, and should be articulated.~~

Assignment #3 - Research Report (Value 40%)

~~Students are expected to complete data collection for a research project that represents a program evaluation or needs assessment. The paper should include an introduction, overview of the research problem, reference to the relevant literature, description of method, ethical considerations, preliminary findings, limitations of the study, implications for practice and policy, and a conclusion.~~

*TEXTBOOKS, REFERENCES, MATERIALS:

Dudley, J.R. (2005). Research Methods for Social Work. Boston, MA and Toronto, ON: Pearson Education Inc.

University of the the Fraser Valley. (2013). Understanding Human Research Ethics: A Handbook for Researcher. Abbotsford, BC: Author.

Unrau, Y.A., Gabor, P.A., & Grinnell, R.M. (2007). Evaluation in Social Work. (4th edition). Toronto, ON: Oxford University Press. (available as an E-book)

A coursepack of additional readings and worksheets will be used to guide students in the development and implementation of their research project.

*SUPPORT MATERIALS:

~~Creswell, J.W. (2003) Research design: Qualitative, quantitative, and mixed methods approaches (2nd edition.). Thousand Oaks, CA: Sage. Indigenous Peoples' Health Research Centre (2004). The ethics of research involving Indigenous Peoples Patton, M. (2002) Qualitative research and evaluation methods., (3rd edition). Thousand Oaks, CA: Sage Publications. UFV Research ethics forms/handouts UFV Research Ethics Handbook Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2009) Yegidis, B.L., & Weinbach, R.W. (2006). Research methods for social workers. (4th edition). Toronto: Allyn & Bacon.~~
Acker, J., Barry, K., & Esseveld, J. (1996). Objectivity and truth: problems in doing feminist research. In: H.Gottfried, ed. Feminism and social change. Chicago, ILL: University of Illinois Press.

Alcoff, L. (1992). The problem of speaking for others. Cultural Critique, Winter 1991-1992, 5-33.

Anderson, K., & Jack, D. (1991). Learning to listen: interview techniques and analyses. In: S. B.Gluck & D.Patai, eds. Women's words: the feminist practice of oral history. New York and London: Routledge.

Arzubiaga, A.E, Artiles, A.J., King, K.A., & Harris-Muri, N. (2008). Beyond research on cultural minorities. Council for Exceptional Children. Vol 74. No 3. p 309-327.

Balnaves, M. & Caputi, P. (2001). Introduction to quantitative research methods. Thousand Oaks, CA: Sage.

Borland, K. (1991). 'That's not what I said': interpretive conflict in oral narrative research. In: S.B. Gluck & D.Patai, eds. Women's words: the feminist practice of oral history. New York and London: Routledge.

Brown, L., & Strega, S. (Eds.). (2005). Research as resistance. Critical Indigenous and anti-oppressive approaches. Toronto, ON: Canadian Scholars' Press.

Campbell, M., Copeland, B. & Tate, B. (1998). Taking the standpoint of people with disabilities in research: experiences with participation. Canadian Journal of Rehabilitation, 12 (2) 95-104.

Clough, P., & Nutbrown, C.(2003) A Student's Guide to Methodology: Justifying Enquiry Thousand Oaks, CA: Sage

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Code, L. (1993). Taking subjectivity into account. In: L.Alcoff and E.Potter, (Eds.). Feminist epistemologies. London: Routledge, pp.15-28.

Cortazzi, M. (1993). Narrative Analysis. London: The Falmer Press.

Craft. J.L. (1990). Statistics and data analysis for social workers. (2nd edition). Itasca, ILL: F.E. Peacock Publishers.

Creswell, J. (2007). Qualitative research: Traditions of inquiry. Thousand Oaks, CA: Sage.

Creswell, J.W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches (2nd edition.). Thousand Oaks, CA: Sage.

Davison, J. (2004). Dilemmas in research: Issues of vulnerability and disempowerment for the social worker/researcher. Journal of Social Work Practice, 18, 379-393.

DeVault, M.L. (Ed.). (1999). Liberating method: feminism and social research. Philadelphia: Temple University Press.

Finch, J. (1991). Feminist research and social policy. In M. MacLean & D. Groves (Eds.). Women's issues in social policy. London: Routledge.

Grinnell, R.M. Jr., & Unrau, Y.A. (Eds.). (2005). Social work research and evaluation: Quantitative and qualitative approaches. New York, NY: Oxford University Press.

Harrison, B. & Lyon, E. S. (1993). A note on ethical issues in the use of autobiography in sociological research. Sociology. 27 (1), February 101-119.

Hooks, b. (1995). Writing autobiography. In Blair, M., Holland, J. & Sheldon, S., (Eds.). Identity, diversity, gender and the experience of education. Clevedon: Multlingual Matters.

Indigenous Peoples' Health Research Centre (2004). The ethics of research involving Indigenous Peoples. Regina, SK: Indigenous Peoples Health Research Centre, University of Saskatchewan, and First Nations University of Canada.

Islam, N. (2000). Research as an act of betrayal. In F.W. Twine & J. Warren, (Eds.). Racing research, researching race. New York: New York University Press.

Jackson, N. (1995). 'These Things Just Happen': Talk, text and curriculum reform. In M. Campbell & A. Manicom, eds. Knowledge, experience and ruling relations. Toronto: University of Toronto Press.

Kayser-Jones, J. & Koenig, B.A. (1994). Ethical Issues. In J.F. Gubrium & Sankar (Eds.). Qualitative methods in aging research. Thousand Oaks, CA: Sage. pp 15-32.

Kirby, S., Greaves, L., & Reid, C. (2006). Experience, research, social change: Methods beyond the mainstream. Aurora, ON: Garamond Press.

Lather, P. (1991). Getting smart: feminist research and pedagogy with/in the postmodern. London: Routledge.

Lieblich, A., Tuval-Mashiach, R.,& Zilber, T. (1998). Narrative research: Reading, analysis, and interpretation. Thousand Oaks, CA: Sage.

Marlow, C. (2005). Research methods for generalist social work. (4th edition). Pacific Grove, CA: Brooks Cole.

Montcalm, D. (2001). Data analysis for social workers. Toronto, ON: Pearson Allyn & Bacon.

Park, P., Brydon-Miller, M., Hall, B., & Jackson, T. (Eds). (1993).Voices of Change: Participatory Research in the United States and Canada. Westport, CONN: Bergin and Garvey.

Patton, M. (2002). Qualitative research and evaluation methods. (3rd edition). Thousand Oaks, CA: Sage Publications.

Shipman, M.D. (1998). The limitations of social research (Longman Social Research Series).

Smith, L.T. (1999). Decolonizing methodologies: research and indigenous peoples. New York, NY: Zed Books and University of Otago Press.

Stufflebeam, D.L. (2000). The CIPP model for evaluation. In D.L. Stufflebeam, G.F. Madaus, & T. Kellaghan (Eds.). Evaluation models (2nd edition). (Chapter 16). Boston, MA: Kluwer Academic Publishers.

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Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. (2009). Ottawa, ON: Government of Canada.

Van de Vijver, F., & Leung, K. (1997). Methods and data analysis for cross-cultural research. Thousand Oaks, CA: Sage.

Van Manen, M. (1997). Researching lived experience. London, Ontario: University of Western Ontario: The Althouse Press.

Westerfelt, A. & Dietz, T.J. (2001). The research question. In A. Westerfelt & T.J. Dietz. Planning and conducting agency-based research. Boston: Allyn and Bacon. pp. 25-36.

Wilson, S. (2001). What is an Indigenous research methodology? Canadian Journal of Native Education, 25(3), 175-179.

Wolf, D.L. (Ed.). (1996). Feminist dilemmas in fieldwork. Boulder: Westview Press.

Yegidis, B.L., & Weinbach, R.W. (2006). Research methods for social workers. (4th edition). Toronto: Allyn & Bacon.

Yin, R.K. (2003). Applications of case study research. Thousand Oaks, CA: S

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:)   ☐ YES ☒ NO

* If YES specify how:

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* These sections are subject to change at the discretion of the department and the content will vary.

Graduate Studies

OFFICIAL COURSE OUTLINE INFORMATION

UNIVERSITY OF THE FRASER VALLEY

FACULTY/DEPARTMENT:	**SCHOOL OF SOCIAL WORK**	
SOWK 710	**N/A**	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS
Advanced Social Policy		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

~~This course examines governmental and organizational policy development processes, the impact of policy on practitioners and clients, and the intersection between policy and social work practice, including how policy shapes and is itself influenced by practice. Social policy development and implementation will be considered in the context of public and institutional discourses that maintain racism, sexism, and other forms of oppression. Students will develop policy analysis skills as a base for advocating changes to existing programs and policies.~~ This course examines governmental and organizational policy development processes, the impact of policy on clients and practitioners, and the intersection between policy and social work practice, including how policy shapes and is influenced by practice. Social policy development and implementation will be considered in the context of public and institutional discourses that maintain racism, sexism, and other forms of oppression. Students will develop policy analysis skills as a base for advocating changes to existing programs and policies.

PREREQUISITES: **Admission to the MSW program**

COREQUISITES: **None**

TOTAL HOURS PER TERM:	**45**	MAXIMUM ENROLLMENT: 24
* STRUCTURE OF HOURS		EXPECTED FREQUENCY OF COURSE OFFERINGS:
Lectures:	15	~~On a yearly basis~~Every 2 years, based on MSW Cohort model
Seminar:	30	
Laboratory:		
Field Experience:		
Student Directed Learning:		
Other (Specify):		

AUTHORIZATION SIGNATURES:

Course Designer(s):	GPC Chair:
Robert Harding MSW, PhD, RSW,	John Hogg, MSW, RSW
Dean:	GSC Chair:
Rosetta Khalideen, PhD	~~Yvon Dandurand~~Adrienne Chan, PhD
GSC Approval in Principle Date:	GSC Final Approval Date: March 17, 2011

COURSE IMPLEMENTATION DATE: September 1, 2011

COURSE REVISED IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (4 years after approval): ~~August 1, 2013~~November 8, 2013

Graduate Studies

COURSE OBJECTIVE - The overall purpose / rationale for this course is:

The formation of policy at both government and organizational levels, and the impact of policy on clients and practitioners. Students will learn how policy is part of institutional discourse, explore the intersection between policy and practice and acquire skills in policy analysis at an advanced level.

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

- Demonstrate an understanding of core social policy areas, including issues related to program funding and delivery;
- Demonstrate an understanding of the main elements of social policy making processes and how they are influenced by politics, public and institutional discourses, communities, social workers and other factors;
- ~~Recognize and D~~describe and evaluate the impacts of social policy on diverse populations, including low income Canadians, women, Indigenous Peoples~~Aboriginal people~~, Francophones, immigrants and refugees, and Gays and Lesbians;
- ~~Explain~~ Critically analyze how social policy can promote the cause of social justice;
- Apply advanced skills of policy analysis to a variety of situations.

*METHODS:

This course will be taught on-line using a combination of student-led sessions, lectures, class discussions, small group exercises, and multi-media resources such as videos and DVDs.

*COURSE CONTENT:

- Definitions of Social Policy

- Economic Policy & Social Policy

- Influencing social policy through the practice of Social Work

- Social policy, residualism & privatization

- Analysis of the allocation and targeting of benefits through public policy

- Analysis of benefit financing

- Evaluation of social policy

- Impact of social policy on diverse populations

- Media discourse and the shaping of public policy

- Social policy and poverty

- Indigenous People~~Aboriginal people~~ and social policy

- Social policy and Francophone populations

- Advocacy and the politics of influence

- Globalization and social policy

*STUDENT EVALUATION:

Assignment #1 - Summary of Social Policy Issue and Background Paper (Value: 35~~0~~%)

Assignment #2 - Online Seminar Facilitation (value 25%)~~Mid-Term Exam (Value: 30%)~~

Assignment #3 - Major Paper: S~~s~~ocial Policy Review (Value: 40%)

*TEXTBOOKS, REFERENCES, MATERIALS:

Lightman, E. (2003). Social policy in Canada. Don Mills, ON: Oxford University Press.

Raphael, D. (2011). *Poverty and policy in Canada: Implications for health and quality of life.* Toronto: Canadian Scholar's Press.

SOWK 710 Coursepack. (20110).

*SUPPORT MATERIALS:

Aboriginal Rights Coalition. (2001). Blind spots: An examination of the federal government's response to the Report of the Royal Commission on Aboriginal Peoples. Ottawa: Aboriginal Rights Coalition.

Armitage, A. (1995). Comparing the policy of Aboriginal assimilation: Australia, Canada and New Zealand. Vancouver: UBC Press.

Armitage, A. (Summer 1998). Lost vision: Children and the Ministry for Children and Families. BC Studies, Number 118, pp. 93-109.

Beavon, D., & Cooke, M. (2003). An application of the United Nations Human Development Index to Registered Indians in Canada, 1996. In J. P. White, P. S. Maxim, & D. Beavon (Eds.), Aboriginal Conditions: Research as a foundation for public policy (pp. 201-221) Vancouver: UBC Press.

Bennett, M., Blackstock, C., & De La Ronde, R. (2005). A literature review and annotated bibliography on aspects of Aboriginal child welfare in Canada (2nd. ed.). Winnipeg: First Nations Research Site of the Centre for Excellence for Child Welfare and the First Nations Child & Family Caring Society of Canada.

British Columbia. (1992). Liberating our children, liberating our nations (Report of the Aboriginal Committee, Community Panel Family and Child Services Review in British Columbia). Victoria: Ministry of Social Services.

Callahan, M. & Callahan, K. (1997). Victims and villains: Scandals, the press and policy-making in child welfare. In J. Pulkingham & G. Ternowetsky (Eds.), Child and family policies: Struggles, strategies and options (pp. 40-57). Halifax: Fernwood Publishing.

Canadian Human Rights Reporter. (1993). British Columbia Human Rights Act.

Davies, L., Fox, K., et al. (2002). Community child welfare: Examples from Québec. In B. Wharf (Ed.), Community work approaches to child welfare. Peterborough: Broadview Press.

Dupuis, R. (2002). Justice for Canada's Aboriginal peoples (R. Chodos & S. Joanis, Trans.). Toronto: James Lorimer & Co.

Fleras, A., & Elliott, J. L. (2007). Unequal relations: An introduction to race, ethnic, and Aboriginal dynamics in Canada (5th. ed.). Toronto: Pearson Prentice-Hall.

Fleras, A., & Kunz, J. L. (2001). Media and minorities: Representing diversity in a multicultural Canada. Toronto: Thompson Educational Publishing.

Friendly, M., & Ferns, C. (2006). The state of the national child care program and provincial/territorial units: Briefing notes. Toronto: Childcare Resource and Research Unit.

Fournier, S. & Crey, E. (1997). Stolen from our embrace: The abduction of First Nations children and the restoration of Aboriginal communities. Vancouver: Douglas & McIntyre.

Funston, B. & Meehan, E. (1994). Canada's constitutional law in a nutshell. Toronto: Carswell.

Furniss, E. (2001). Aboriginal justice, the media and the symbolic management of Aboriginal/Euro-Canadian relations. American Indian culture and research journal, 25:2, 1-36.

Gove, T. (1995). Gove inquiry into child protection, final report (Vol. II.). Victoria: Queen's Printer.

Graham, J.R., Swift, K.J. & Delaney R. (2003). Canadian social policy: An introduction. (2nd ed.). Toronto, ON: Prentice Hall.

Guest, D. (1997). The emergence of social security in Canada (3rd. ed.). Vancouver: UBC Press.

Harding, R. (2007). Aboriginal child welfare: Symbolic battleground in the news media. In K. Knopf (ed.), Aboriginal Canada revisited: Politics and cultural expression in the 21st century. Ottawa: University of Ottawa Press.

Harding, R. (2006). Historical representations of Aboriginal people in the Canadian news media. Discourse and Society, 17(2), pp. 205-235.

Harding, R. (2005). The media, Aboriginal people and common sense. Canadian Journal of Native Studies, 25(1), pp. 311-336.

Hackett, R. (2001). News media and civic equality: Watch dogs, mad dogs or lap dogs? In E. Broadbent (Ed.), Democratic equality: What went wrong? (pp. 197-212). Toronto: University of Toronto Press.

Hackett, R., & Gruneau, R., with D. Gutstein, T. Gibson, & NewsWatch Canada. (2000). The missing news: Filters and blind spots in Canada's press. Ottawa/Toronto: Canadian Centre for Policy Alternatives/ Garamond.

Harris, C. (2002). Making native space: Colonialism, resistance and reserves in British Columbia. Vancouver: UBC Press.

Henry, F. & Tator, C. (2002). Discourses of domination: Racial bias in the Canadian English-language press. Toronto: University of Toronto Press.

Hick, S. (2004). Social welfare in Canada: Understanding income security. Toronto, ON: Thompson Educational Publishing Inc.

Hick, S. (2006). Social work in Canada: An introduction (2nd. ed.). Toronto: Thompson Educational Publishing.

Hughes, E. N. (2006). BC children and youth review: An independent review of BC's child protection system. Victoria: BC: BC Government Printing Office.

Ismael, S. (2006). Child poverty and the Canadian welfare state: From entitlement to charity. Edmonton: University of Alberta Press.

Jiwani, Y. (2006). Discourse of denial: Mediations of race, gender and violence. Vancouver: UBC Press.

Kenny-Sherber, C. (2003). Active citizenship, social workers, and social policy. In A. Westhues (Ed.), Canadian social policy: Issues and perspectives (3rd. ed., pp. 261-284). Waterloo, ON: Wilfrid Laurier University Press.

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Maxim, P. S., White, J. P., & Beavon, D. (2003). Dispersion and polarization of income among Aboriginal and Non-Aboriginal Canadians. In J. P. White, P. S. Maxim, & D. Beavon (Eds.), Aboriginal conditions: Research as a foundation for public policy. Vancouver: UBC Press.

Meagher, S. M. (2005). Women and children first: Feminism, rhetoric, and public policy. New York: State University of New York.

Mendolson, M. (July, 2006). Aboriginal people and postsecondary education in Canada. Ottawa: Caledon Institute of Social Policy.

McColl, M. A. (2006). Disability and social policy in Canada. Concord, ON: Captus Press.

Mullaly, R. (2002). Challenging oppression: A critical social work approach. Toronto: Oxford University Press.

Mullaly, R. P. (1997). Structural social work: Ideology, theory and practice. (2nd ed.). Toronto: McClelland and Stewart.

Multiculturalism & Citizenship Canada. (1992). The charter of rights & freedoms: A guide for Canadians. Ottawa: Multiculturalism & Citizenship Canada.

Nesbitt-Larking, P. (2001). Politics, society and the media: Canadian perspectives. Peterborough: Broadview Press.

Neysmith, S., Bezanson, K., & O'Connell. (2005). Telling tales: Living the effects of public policy. Halifax: Fernwood Publishing.

Pal, L. A. (2006). Beyond policy analysis: Public issue management in turbulent times. Toronto: Thomson/Nelson.

Ponting, R.J., & Kiely, J. (1997). Disempowerment: "Justice", racism, and public opinion. In R. J. Ponting (Ed.), First Nations in Canada: Perspectives on opportunity, empowerment, and self-determination (pp. 152-192). Toronto: McGill-Hill Ryerson.

Pulkingham, J. & Ternowetsky, G. (Eds.). (1997). Child and family policies: Struggles, strategies and options. Halifax: Fernwood Publishing

Pulkingham, J. & Ternowetsky, G. (Eds.). (1996). Remaking Canadian social policy: Social security in the late 1990s. Halifax: Fernwood Publishing.

Royal Commission on Aboriginal Peoples. (1996). People to people, nation to nation: Highlights from the report of the Royal Commission of Aboriginal Peoples. Ottawa: Canada Communications Group.

Rowe, B. (Ed.). (2000). Social work and globalization. Canadian Social Work (Special Issue), Vol. 2 (1), Summer.

Samuelson, L. & Antony, W. (Eds.). (2007). Power and resistance: Critical thinking about Canadian social issues (4th. ed., Halifax: Fernwood Publishing.

Schissel, B. (2006). Still blaming children: Youth conduct and the politics of child hating (2nd ed.).Halifax: Fernwood Publishing.

Sodersten, B. (Ed.). (2004). Globalization and the welfare state. New York: Palgrave Macmillan.

Supreme Court of British Columbia. (1991). Delgamuukw et al. v. The Queen. Reasons for judgment of the Honourable Chief Justice Allan McEachern. No. 0843, Smithers Registry.

Swift, J. et al. (2003). Media and ideology. In Getting started on social analysis in Canada (4th. ed., pp. 125-142). Toronto: Between the Lines.

Swift, K. (2001). The case for opposition: Challenging contemporary child welfare policy directions. Canadian Review of Social Policy, Vol. 47, pp. 59-76.

Taras, D. (2001). Power and betrayal in the Canadian media. Peterborough: Broadview Press.

Tennant, P. (1990). Aboriginal people and politics: The Indian land question in British Columbia, 1849-1989. Vancouver: UBC Press.

Tester, F. & Case, R. (1999). Critical choices: Turbulent times, Vol. II. Vancouver: UBC School of Social Work.

Waddell, C., Lavis, J.N., Abelson, J., Lomas, J., Shepherd, C.A., Bird-Gayson, T., Giacomini, M., Offord, D.R. (2006). Research use in children's mental health policy in Canada, Social Science and Medicine, Vol. 61, pp. 1649-1657.

Westhues, A. (Ed.). (2003). Canadian social policy: Issues and perspectives (3rd ed.). Waterloo, Ont.: Wilfrid Laurier University Press.

Wharf, B. & McKenzie, B. (2004). Connecting policy to practice in the human services (2nd. ed.). Don, Mills, ON: Oxford.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:)   ☐ YES   ☒ NO

* If YES specify how:

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* These sections are subject to change at the discretion of the department and the content will vary.

Graduate Studies

OFFICIAL COURSE OUTLINE INFORMATION

UNIVERSITY OF THE FRASER VALLEY

FACULTY/DEPARTMENT:	**SCHOOL OF SOCIAL WORK**	
SOWK 711	**N/A**	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS

Leadership and Supervision in Social Work~~the Human Services~~

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

~~This course will explore the theories and practice skills of effective social work leadership and supervision as required in the operation of human service organizations and service delivery systems. Students will explore both classic and contemporary theories and models of social work leadership and supervision. Topics include characteristics and styles of leadership, organizational leadership and board relations, leadership ethics, leadership and crisis management, leadership in an Indigenous context and women and leadership. The connections between social work leadership and supervision will be explored, focusing on the historical development of social work supervision, theories and models of supervision, practice experiences of supervision will discussed from the perspective of supervisors, frontline practitioners and students.~~ This course will explore the theories and practice skills of effective social work leadership and supervision as required in the operation of human service organizations and service delivery systems. Students will explore both classic and contemporary theories and models of social work leadership and supervision. Topics include characteristics and styles of leadership, organizational leadership and board relations, leadership ethics, leadership and crisis management, leadership in an Indigenous context and women and leadership. The connections between social work leadership and supervision will be explored, focusing on the historical development of social work supervision, theories and models of supervision, practice experiences of supervision will be discussed from the perspective of supervisors, frontline practitioners and students.

PREREQUISITES:	**Admission into the MSW program**
COREQUISITES:	**None**

TOTAL HOURS PER TERM:	**45**	MAXIMUM ENROLLMENT:	24
* STRUCTURE OF HOURS		EXPECTED FREQUENCY OF COURSE OFFERINGS:	
Lectures:		2-year Co-hort Model	
Seminar:			
Laboratory:			
Field Experience:			
Student Directed Learning:			
Other (Specify):			

AUTHORIZATION SIGNATURES:

Course Designer(s):	GPC Chair:
~~Darrell Fox,PhD Candidate,MSW~~	John Hogg MSW, RSW
Dean:	GSC Chair:
Rosetta Khalideen	Adrienne Chan,MSW, PhD~~Yvon Dandurand~~
GSC Approval in Principle Date:	GSC Final Approval Date:

COURSE IMPLEMENTATION DATE:	September 1, 2011~~2010~~
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED (4 years after approval):	~~November 8th, 2013~~

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Graduate Studies

COURSE NAME/NUMBER   SOWK 711
Leadership and Supervision ~~in Social Work~~ ~~and the Human Services~~

COURSE OBJECTIVE - The overall purpose / rationale for this course is:

~~To~~ **This course will** explore concepts of leadership, strategic planning, management information systems, total quality management, governance structures, management styles, staff motivation and conflict management.

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

- Critically analyze ~~Identify and define~~ the ~~purpose,~~ role and functions of Social Work ~~human service~~ leadership and supervision in the human service context;
- Compare and contrast classic and contemporary theories and styles of leadership and the various theoretical models of supervision~~;~~
- ~~Identify individual styles of leadership~~ and how these relate to their work environments;
- ~~Develop and a~~Assess the strengths and counterproductive tendencies of leadership theories ~~, and~~ individual leadership styles and supervisory approaches regarding~~in relationship~~ the use of power and authority in relation to diverse social locations and characteristics. This includes a critical awareness of the impact of these approaches on Aboriginal peoples, Francophones and other cultural groups~~e~~, gender, age, physical ability, socio-economic status, religion and sexual orientation;
- ~~Utilize the CASWE Code of ethics and Guidelines for ethical practice to demonstrate the integration of professional values and ethical principles within community and organizational leadership;~~
- ~~Identify and define the purpose, role and functions of supervision in a human service context;~~
- ~~Identify and utilize various theoretical models of supervision including the use of the parallel and interactional processes and theories of motivation;~~
- ~~Develop a working understanding about the use of self in supervision including, the nature and use of power and authority, of self-management of time and stress and the impact of culture, gender, age, physical ability, socio-economic status, religion and sexual orientation on the supervisory process;~~
- ~~Utilize~~Demonstrate the application of the CASWE Code of Ethics and Guidelines for ethical practice in relation to ethical community and organizational Social Work leadership and ~~to identify and respond to~~ ethical decision-making in the supervisory process~~.~~;
- ~~Understand the ethical and legal obligations of social work supervision~~.

<mark>* METHODS</mark>:

This course will be taught on-line using a combination of student-led sessions, lectures, class discussions, small group exercises, and multi-media resources such as videos and DVDs.
~~SOWK 711 will use a variety of methods of instruction to promote learning, including on-line discussions. +Weekend class time will provide the opportunity to meet face-to-face, which may include: lectures, guest speakers, classroom discussions, case studies, group work, audio/visual materials, student presentations, skills practice, and/or experiential exercises.~~

<mark>* COURSE CONTENT:</mark>

[Course content varies by instructor. An example of course content might be:]

- ~~Introductions and overview of the course Leadership and Supervision in the Human Services~~

- ~~Theories of leadership~~

- ~~Leadership styles: skills, traits and leadership competencies: power and authority~~

- ~~Charismatic and transformational leadership: visioning~~

- ~~Diversity and leadership with overview of contemporary issues~~

- ~~Ethical leadership~~

- ~~Review~~

- ~~Supervision in the context of social work; supervision in the context of leadership; historical overview, definitions and significance of supervision~~

Page 2 of 6

Graduate Studies

- ~~Theoretical models of supervision; clinical supervision – features, influence and use of the parallel process~~

- ~~Power, authority, conflict, gender and diversity issues~~

- ~~Educational functions of supervision; performance appraisal and evaluation; supervisory transitions and endings~~

- ~~Ethical decision-making in the supervisory process; ethical and legal obligations of social work supervision~~

~~Review and closing~~

Week 1: Introductions and overview of the course Leadership and Supervision in the Human Services

Week 2: Theories of leadership

Week 3: Leadership styles: skills, traits and leadership competencies: power and authority

Week 4: Charismatic and transformational leadership: visioning

Week 5: Diversity and leadership with overview of contemporary issues

Week 6: Ethical leadership

Week 7: Review

Week 8: Supervision in the context of social work; supervision in the context of leadership; historical overview, definitions and significance of supervision

Week 9: Theoretical models of supervision; clinical supervision – features, influence and use of the parallel process

Week 10: Power, authority, conflict, gender and diversity issues

Week 11: Educational functions of supervision; performance appraisal and evaluation; supervisory transitions and endings

Week 12: Ethical decision-making in the supervisory process; ethical and legal obligations of social work supervision

Week 13: Review and closing

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* STUDENT EVALUATION:

[An example of student evaluation, including type of assignment and weight, for this course might be:~~]~~.

Weekly Postings & Responses: Ten weekly questions posted on the discussion board/BlackBoard Learn~~Web CT~~ (Total Value: 35%)

Assignment #1 - Portfolio: exploration and development of personal styles of supervision and leadership in relation to the Social Work profession. ~~Paper on personal experience of effective leadership~~ (Value: 4~~1~~0%)

~~Assignment #2 - Paper comparing and contrasting two distinct styles of Indigenous leaderhsip (Value: 10%)~~

~~Assignment #3 - Paper on the qualities/characteristics that inform supervisory style and learning goals (Value: 10%)~~

~~Assignment #4 - Case study exploring three specific topic in social work supervision (Value: 10%)~~

Assignment #5~~2~~ - Final paper. analysis and critque of social work leadership and supervisory theories, models and processes and their application to practice~~addressing issues raised in a case vignette~~ (Value: 25%)

* TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. Please include an example of texts for this course in an appropriate reference format.]

Yukl, G. (2012~~06~~). Leadership in organizations (8~~6~~th ed.). Upper Saddle River, NJ: Prentice-Hall.

Tsui, M-S. (2004). Social work supervision: contexts and concepts. Thousand Oaks, CA: Sage Publications Inc.

Reading Package: Selected leadership and supervision articles.

* SUPPORT MATERIALS:

Graduate Studies

Readings in Leadership:

Alimo-Metcalfe, B. (1995). An investigation of female and male constructs of leadership and empowerment, Women in Management Review, 10(2), 3-8.

Alvesson, M., & Sveningsson, S. (2003). The great disappearing act: Difficulties in doing "leadership." Leadership Quarterly, 14(3), 359-381.

Antonakis, J., Cianciolo, A., & Sternberg, R. (2004). Leadership: Past, present, future. In J. Antonakis, A. Cianciolo & R. Sternberg (Eds.). The nature of leadership (pp. 3-16). Thousand Oaks, CA: Sage Publications Inc.

Badaracco, J. (2002). Leading quietly: An unorthodox guide to doing the right thing. Boston: Harvard Business School Press.

Barker, R. (1997). How can we train leaders if we do not know what leadership is? Human Relations, 50(4), 343-362.

Bhole, L. (2001). Which leadership modet – Gandhian or Machiavellian? Journal of Human Values, 7(2), 131-145.

Black, L., & Magnuson, S. (2005). Women of spirit: Leaders in the counseling profession. Journal of Counseling & Development, 83(3), 337-348.

Bresnen, M. (1995). All things to all people? Perceptions, attributions, and constructions of leadership. Leadership Quarterly, 6(4), 495-513.

Callanan, G. (2004). What would Machiavelli think? An overview of leadership challenges in team-based structures. Team Performance Management, 10(3/4), 77-83.

~~Gladwell, M. (2000). The tipping point: How little things can make a big difference (pp. 30-88). New York: Back Bay Books.~~

Chan, K., & Mauborgne, R. (1992). Parables of leadership. Harvard Business Review, 70(4), 123-128

Cohen, A., & Bradford, D. (2003). Influence without authority: The use of alliances, reciprocity, and exchange to accomplish work. In L. Porter, H. Angle & R. Allen (Eds.). Organizational influence processes (2nd ed., pp. 384-394). Armonk, NY: M.E. Sharpe.

Dennis, J., Langley, A., & Cazale, L. (1996). Leadership and strategic change under ambiguity. Organizational Studies, 17(4), 673-699.

Drucker, P. (1999). Managing oneself. Harvard Business Review, 77(2), 64-74.

Frankfurt, H. (2005). On bullshit. Princeton, NJ: Princeton University Press.

Fischbach, L., Smerz, C., Findlay, G., Williams, C., & Cox, A. (2007). Co-CEOs: A new leadership paradigm for social service agencies. Families in Society: The Journal of Contemporary Social Services, 88(1), 30-34.

Gastil, J. (1994). A definition and illustration of democratic leadership. Human Relations, 47(8), 953-975.

Gellis, Z. (2001). Social work perceptions of transformational and transactional leadership in health care. Social Work Research, 35(1), 17-26.

Gladwell, M. (2000). The tipping point: How little things can make a big difference (pp. 30-88). New York: Back Bay Books.

Goldman, D. (1998). What makes a leader? Harvard Business Review, 76(6), 93-102.

Henein, A., & Morissette, F. (2007). Made in Canada leadership: Wisdom from the best and the brightest on the art and practice of leadership. San Francisco, CA: Jossey-Bass.

Hollander, E. (1992). Leadership, followership, self and others. Leadership Quarterly, 3(1), 43-54.

Huges, R., Ginnett, R., & Curphy, G. (2006). Leadership: Enhancing the lessons of experience (5th ed.). Boston: McGraw-Hill Irwin

Ihimaera, W. (2003). The whale rider. Orlando, FL: Harcout. (Original work published 1983).

Kodish, S. (2006). The paradoxes of leadership: The contribution of Aristotle. Leadership, 2(4), 451-468.

Lawler, J. (2005). Leadership in social work: A case of caveat emptor? British Journal of Social Work, 37(1), 123-141.

Ledeen, M. (1999). Machiavelli on modern leadership: Why Machiavelli's iron rules are as timely and important today as five centuries ago. New York: St. Martin's Press.

Marshall, V., & Altpeter, M. (2005). Cultivating social work leadership in health promotion and aging: Strategies for active aging interventions. Health and Social Work, 30(2), 135-144.

McCauley, C. (2004). Shared leadership: Reframing the how and whys of leadership. Personnel Psychology, 57(3), 802-804.

Mizrahi, T., & Berger, C. (2005). A longitudinal look at social work leadership in hospitals: The impact of a changing health care system. Health and Social Work, 30(2), 155-165.

Mizrahi, T., & Rosenthal, B. (2001). Complexities of coalition buildings: Leaders' successes, strategies, struggles, and solutions. Social Work 46(1), 63-78.

Northouse, P. (2006). Leadership: Theory and practice (4th ed.). Thousand Oaks, CA: Sage Publications.

Palmer, P. (2000). Let your life speak: Listening for the voice of vocation. San Francisco, CA: Jossey-Bass Inc., Publishers

Pearlmutter, S. (1998). Self-efficacy and organizational change leadership. Administration in Social Work, 22(3), 23-38.

Price, T. (2003). The ethics of authentic transformational leadership. The Leadership Quarterly, 14(1), 67-81.

Price, T. (2004). Explaining ethical failures of leadership. In J. Cuilla (Ed.). (2004). Ethics: The heart of leadership (pp. 129-145). Westport, CA: Praeger.

Rank, M., & Hutchison, W. (2000). An analysis of leadership within the social work profession. Journal of Social Work Education, 36(3), 487-502.

Rosen, D. (1984). Leadership in world cultures. In B. Kellerman (Ed.). Leadership: Multidisciplinary perspectives (pp. 39-62). Englewood Cliffs, NJ: Prentice-Hall.

Rosenthal, S., & Pittinsky, T. (2006). Narcissistic leadership. The Leadership Quarterly, 17(6), 617-633.

Shamir, B. (1995). Social distance and charisma: Theoretical notes and an explanatory study. Leadership Quarterly, 6(1), 19-47.

Shamir, B., Dayan-Horesh, H., & Adler, D. (2005). Leading by biography: Towards a life-story approach to the study of leadership. Leadership, 1(1), 13-29.

Weatherford, J. (1998). Indian givers: How the Indians of the Americas transformed the world. New York: Ballantine Books.

Westley, F., & Mintzberg, H. (1989). Visionary leadership and strategic management. Strategic Management Journal, 10 (S1), 17-32.

Yukl, G. (201206). Leadership in organizations (86th ed.). Upper Saddle River, NJ: Prentice-Hall.

Zaleznik, A. (1977). Manager and leaders: Are they different? Harvard Business Review, 55(1), 67-78. Reprinted in Harvard Business Review, 2004, 82(1), 74-81.

Graduate Studies

Readings in Supervision:

Brashears, F. (1995). Supervision as social work practice: A reconceptualization. Social Work, 40(5), 692-699.

Bradley, J., Jacob, E., & Bradley, R. (1999). Reflections on culturally safe supervision, or why Bill Gates makes more money than we do. Social Work Review, 11(4), 3-6.

Bruce, E., & Austin, M. (2000). Social work supervision: Assessing the past and mapping the future. The Clinical Supervisor, 19(2), 85-107.

Cockburn, G. (1994). Supervision in social work: A brief statement of the essentials. Social Work Review, 6(5/6), 37.

Cooper, L. (2006). Clinical supervision: Private arrangement or managed process? Social Work Review, 18(3), 21-30.

Coulton, P., & Krimmer, L. (2005). Co-supervision of social work students: A model for meeting the future needs of the profession. Australia Social Work, 58(2), 154-166.

Davys, A. (2005). At the heart of the matter: Culture as a function of supervision. Social Work Review, 17(1), 3-12.

Dewane, C. (2000). Supervisor, beware: Ethical dangers in supervision. Social Work Today, 7(4), 34.

Engelbrecht, L. (2006). Cultural friendliness as a foundation for the support function in the supervision of social work students in South Africa. International Social Work, 49(2), 256-266.

Ganzer, C., & Ornstein, E. (1999). Beyond parallel process: Relational perspectives on field supervision. Clinical Social Work Journal, 27(3), 231-256.

Garland, M., & Ellis, G. (2006). Synergistic supervision. Social Work Review, 18(3), 31-42.

Gibelman, M., & Schervish, P. (1997). Supervision in social work: Characteristics and trends in a changing environment. The Clinical Supervisor, 16(2), 1-15.

Gillanders, M. (2005). The hidden power of the written word: Record-keeping in supervision. Social Work, 17(3), 2-9.

Hensley, P. (2002). The value of supervision. The Clinical Social Worker, 21(1), 97-110.

Holloway, S., & Brager, G. (1989). Supervising in the human services: The politics of practice. New York: Free Press.

Jacobs, C. (1991). Violations of the supervisory relationship: An ethical and educational blind spot. Social Work, 36(2), 130-135.

Kadushin, A. (2002). Supervision in social work (4th ed.). New York: Columbia University Press.

Kaiser, T. (1992). The supervisory relationship: An identification of the primary elements in the relationship and an application of two theories of ethical relationships. Journal of Marriage and Family Therapy, 18(3), 283-296.

Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. Journal of Social Work Education, 37(2), 357-379.

McCafferty, P. (2004). Group supervision for social work students on placement: An international comparison. Journal of Practice Teaching in Health and Social Work, 5(3), 55-72.

Morrell, M. (2001). External supervision – confidential or accountable? An exploration of the relationship between agency, supervisor and supervisee. Social Work Review, 13(1), 36-41.

Morrell, M. (2003). Forethought and afterthought – two of the keys to professional development and good practice in supervision. Social Work Review, 15(1/2), 29-32.

Munson, C. (2000). Supervision standards of practice. In P. Allen-Meares & C. Garvin (Eds.), The handbook of social work practice (pp. 611-632). Thousand Oaks, CA: Sage.

Munson, C. (2002). Handbook of clinical social work supervision (3rd ed.). Binghamton, NY: The Haworth Press.

O'Donoghue, K. (2004). Global-vision, local-vision, personal-vision and social work supervision. Social Work Review, 14(4), 20-25.

O'Donoghue, K., Munford, R., & Trlin, A. (2005). Mapping the territory: Supervision within the Association. Social Work Review, 17(4), 46-64.

O'Donoghue, K., Munford, R., & Trlin, A. (2006). What's best about social work supervision according to Association members. Social Work Review,18(3), 79-92.

Page, M. (2003). Race, culture and supervisory relationship: A review of the literature and a call to action. Journal of Curriculum and Supervision, 18(2), 161-174.

Phillipson, J. (2002). Supervision and being supervised. In R. Adams, L. Dominelli, & M. Payne (Eds.). Critical practice in social work (pp. 244-251). Basingstoke: Palgrave.

Rauktis, M., & Koeske, G. (1994). Maintaining social worker morale: When supportive supervision is not enough. Administration in Social Work, 18(1), 39-60.

Shulman, L. (1995). Supervision and consultation. In R. Edwards (Ed.), Encyclopedia of social work (19th ed., pp. 2373-2379). Washington, DC: NASW Press.

Su'a-Hawkins, A., & Mafile'o, T. (2004, December). What is cultural supervision? Social Work Now, 29, 10-16. Retrieved April 2007 from http://www.cyf.govt.nz/ documents/swn29.pdf

Thomas, C., & Davis, S. (2005). Bicultural strengths-based supervision. In M. Nash, R. Munford & K. O'Donoghue (Eds.), Social work theories in action (pp. 189-204). London: Jessica Kingsley Publishers.

Thomlison, B. (2002). Enhancing practice knowledge through supervision and consultation. In F. Turner (Ed.), Social work practice: A Canadian perspective (2nd ed., pp. 553-564). Scarborough, ON: Prentice-Hall.

Tsui, M-S. (1997). The roots of social work supervision: An historical review. The Clinical Supervisor, 15, 191-198.

Tsui, M-S., & Ho, W-S. (1997). In search of a comprehensive model of social work supervision. The Clinical Supervisor, 16(2), 181-205.

Tsui, M-S. (2004). Social work supervision: contexts and concepts. Thousand Oaks, CA: Sage Publications Inc.

Walker, R., & Clark, J. (1999). Heading off boundary problems: Clinical supervision as risk management. Psychiatric Services, 50(11), 1435-1439.

Walsh, J. (1990). Form clinician to supervisor: Essential ingredients for training. Families in Society: The Journal of Contemporary Human Services, 71(2), 81-87.

Walsh, J. (1999). Incorporating existential themes into the supervision of social work practitioners. Clinical Supervisor, 18(1), 1-16.

Walsh-Tapiata, W., & Webster, J. (2004). Do you have a supervision plan? Social Work Review, 16(2), 15-19.

Graduate Studies

Webber-Dreadon, E. (1999). He Taonga Mo o Matou Tipuna (A gift handed down by our ancestors): An Indigenous approach to social work supervision. Social Work Review, 11(4), 7-11.
Williams, A. (1997). On parallel process in social work supervision. Clinical Social Work Journal, 25(4), 425-435.
Young, R. (2004). Cross-cultural supervision. Clinical Social Work Journal, 32(1), 39-49.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:)   ☐☒ YES   ☒☐ NO

* If YES specify how:

Through a portfolio presentation, examination and/or oral interview as per UFV and departmental PLAR policies.

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* These sections are subject to change at the discretion of the department and the content will vary.

OFFICIAL COURSE OUTLINE INFORMATION

UNIVERSITY
OF THE FRASER VALLEY

FACULTY/DEPARTMENT:	**SCHOOL OF SOCIAL WORK**	
SOWK 720	**N/A**	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS
Critical Perspectives on Social Justice and Anti-Oppressive Social Work		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Anti-oppressive social work is based on a critical understanding of social justice frameworks and of the social, economic, psychological, and political impact of discrimination and oppression. Students will explore ways in which social workers can address, resist, and counter oppression, through conceptual and theoretical analyses of privilege, marginalization, intersectionality (e.g., between 'race', culture, age, gender, sexual orientation, and ability), and processes of inclusion/ exclusion. The course will examine the role of institutions, media, and policy in producing/reproducing oppression and constructing the 'other'. Students will be expected to articulate their understanding of anti-oppressive frameworks by drawing from critical analysis of various epistemological traditions, such as modernism, post modernism and post colonialism. Social work policy, research, ethics, and practice issues will be analyzed using anti-oppressive frameworks.

~~Anti-oppressive social work is based on a critical understanding of a social justice framework and of the social, economic, psychological, and political impact of discrimination and oppression. Students will explore ways in which social work can address, resist, and counter oppression, through conceptual and theoretical analyses of privilege, marginalization, intersectionality (e.g., between 'race', culture, age, gender, sexual orientation, and ability), and processes of inclusion/ exclusion. The course will examine the role of institutions and policy in maintaining oppression and the construction of the 'other'. Students will be expected to articulate their understanding of anti-oppressive frameworks by drawing from critiques of various epistemological traditions, including critical modernism, post modernism, and post colonialism. Social work policy and practice issues will be analyzed, using anti-oppressive frameworks.~~

PREREQUISITES: **Admission to the MSW program**

COREQUISITES: **None**

TOTAL HOURS PER TERM:	**45**	MAXIMUM ENROLLMENT:	**24**
* STRUCTURE OF HOURS		EXPECTED FREQUENCY OF COURSE OFFERINGS:	
Lectures:	**15**	~~On a yearly basis~~ Every 2 years, based on MSW Cohort model	
Seminar:	**30**		
Laboratory:			
Field Experience:			
Student Directed Learning:			
Other (Specify):			

AUTHORIZATION SIGNATURES:

Course Designer(s):   GPC Chair:

~~Adrienne S. Chan, MSW, PhD, RSW and Lisa Moy, MSW, PhD, RSW~~
Lisa Moy, MSW, PhD, RSW   John Hogg

Dean: GSC Chair:

Rosetta Khalideen, PhD   ~~Yvon Dandurand~~ Adrienne S. Chan, PhD

GSC Approval in Principle Date: GSC Final Approval Date: ~~March 17, 2011~~

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COURSE IMPLEMENTATION DATE: September 1, 2011

COURSE REVISED IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (4 years after approval):   August 1, 2013

COURSE NAME/NUMBER   SOWK 720
**Critical Perspectives on Social Justice
and Anti-Oppressive Social Work**

COURSE OBJECTIVE - The overall purpose / rationale for this course is:

To provide students with the skills to analyze and critique the multifaceted phenomena of marginalization and exclusion. The course will examine and critique theories of oppression and the interrelationships between oppression, social justice and social work.

~~To provide students with the skills to analyze and critique the multifaceted phenomena of marginalization and exclusion. The course will develop student competence in the examination of the nature of oppression and the relationship to models of social justice and social work.~~

LEARNING OUTCOMES – Upon successful completion of this course, students will be able to:
- ~~Demonstrate an advanced level of understanding of colonialism, imperialism, capitalism and other historical practices and processes that have created and reinforced marginalization of social groups. Colonialism and the impact on First Nations peoples is critical to this historical lens;~~
- ~~Demonstrate knowledge on the conditions that are important to the historical and present day realities of classism, racism, sexism, heterosexism, ableism, and other forms of oppression in Canada;~~
- ~~Develop a framework and strategies for social work practice using anti- oppressive theories;~~
- ~~Critique anti-oppression strategies, methods, and actions used in the community in organizations and by individuals;~~
- ~~Critically examine the histories of anti oppressive theory and practice;~~
- ~~Examine models of anti oppression and social justice and their application to social work practice;~~
- ~~Identify and critically analyze post modernism and post colonialism as they link to anti oppressive framework.~~

- Articulate an advanced level of understanding of colonialism, imperialism and other historical practices that have created and reinforced marginalization of social groups, with particular attention paid to the colonialism of Indigenous peoples in Canada;
- Evaluate the various contexts (social, political, economic, and so on) that shape the historical and present day realities of classism, racism, sexism, heterosexism, ableism, and other forms of oppression and power relations in Canada;
- Integrate and critique a range of social work practice, ethical and theoretical frameworks with theories of oppression and social justice;
- Critically examine the conceptual and historical foundations of anti oppressive theories and practice including various epistemological traditions such as critical modernism, post-modernism, and post-colonialism;
- Critique models of anti oppression and social justice in relationship to social work ethics;
- Critically demonstrate the role of self and reflexivity in anti-oppressive and social justice practice and research;
- Articulate a conceptual and operational framework for anti-oppressive social work as it applies to social work research, policy, and practice interests.

-

*METHODS:

~~This is a combination of online and face to face course.~~
~~For the face to face component, students will participate in classroom discussions, reflect and analyse the readings, and integrate the lectures into their learning. For the online portion of the class, students are expected to log in at least once a week and participate in discussions and reflections.~~

This is an online course with a face to face component.
The course will be based on lectures, small and large group discussions, case studies, multi-media resources, guest speakers, and student presentations.

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Graduate Studies

- Introduction: Interrogating social justice and oppression

- Theoretical/epistemological foundations

- Politics of difference, power, and recognition

- Genealogy of anti-oppressive practice

- Theories of oppression revisited: Debates and tensions

- Imperatives of social work : Anti-oppressive social work in current context

- Anti-oppressive theory in practice: Clinical context (counseling/health)

- Anti-oppressive theory in practice: Community development

- Anti-oppressive theory in practice: Policy development/critique

- Anti-oppressive theory in practice: Child welfare

- Anti-oppressive theory in practice: Indigenous considerations and context

- Developing a model for one's own anti-oppressive practice. ~~Working in conjunction with different theories and ethical considerations.~~
  Theoretical intersections and ethical considerations

*STUDENT EVALUATION:

~~Assignment #1- Reflexivity and positioning paper (Value: 20%)~~

~~Procedure~~

~~This assignment will help introduce students and instructor to each other as well help us each trace the complex relationship between our personal and professional experiences, our social location and the theories and assumptions about social justice and oppression that we all carry. For this assignment, each student will write a five to six double spaced pages, (12 point font, Times New Roman) 'profile'. The students can choose what to share with others; however, they may want to structure their profile around demographics and past experiences.~~

~~Assignment #2 - Critical Reflection paper (Value: 35%)~~

~~Procedure~~

~~Provide a critical reflection of three readings from the same week (e.g. three readings on the politics of difference). Write a nine page critique of the three readings. The critique should NOT be three separate critiques of three pages each, rather it is a critique of three readings, and a comparison of the three readings together.~~

~~Assignment #3 - Major paper – Integration of Theory and Practice   (Value: 45%)~~

~~Procedure~~

~~1.Describe a client, family, or community, from an ethno-cultural or racial background, sexual orientation, dis/ability, other than your own, that you have dealt with in the past. Provide a clear statement of purpose that describes the situation and why you chose it for this assignment~~

~~2.Provide an analysis and discussion of your experience working with this individual, couple, family, group, or community.~~

~~3.   Integrate practice and theory: Taking into account this case example, articulate your own model/ framework of anti-oppressive practice. How did your experience with this client and your readings in social work and social justice contribute to this model/framework? Provide a rationale for this model and how you would use it in the future.~~

~~4.   Reflect back on the first assignment ('Reflexivity and positioning paper'): how has your framework for anti-oppressive practice evolved? What concepts or tenets in the course have resonated with you?~~

Assignment #1- Reflexivity and positioning paper (Value: 20%)
Assignment #2 - Critical Reflection paper (Value: 25%)
Assignment #3 -Online seminar facilitation (Value: 20%)

Assignment #4- Major paper – Research Paper   (Value: 35%)

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*TEXTBOOKS, REFERENCES, MATERIALS:

~~Baines, D. (2007). Doing anti-oppressive practice. Blackpoint NS: Fernwood Publishing~~

~~A Coursepack will accompany the text.~~

Baines, D. (Ed.). (2011.-) Doing anti-oppressive practice. Halifax, NS: Fernwood Publishing.

Young, I.M. (1990). Justice and the politics of difference. Princeton, NJ: Princeton University Press.

A Coursepack will accompany the texts.

*SUPPORT MATERIALS:

~~Abberley, P. (1987). The Concept of Oppression and the Development of a Social Theory of Disability. Disability, Handicap and Society 2(1): 5-19. Adelman and Enguidanos (Eds.). New York: Harrington Park Press~~

~~Avery, D.M. (1999) Talking 'Tragedy': Identity Issues in the Parental Story of Disability. In Disability Discourse. M. Corker and S. French (Eds.).~~

~~Bannerji, H. (1997). "Geography lessons: On being an insider/outsider to the Canadian nation. In Leslie G. Roman and Linda Eyre (Eds.). Dangerous territories: Struggles for difference and equality in education (pp 23-41). New York/London: Routledge.~~

~~Brah, A. (1992). Difference, Diversity and Differentiation. In J.Donald & A.Rattansi, eds. 'Race', culture and difference. London: Sage.~~

Graduate Studies

Brooks, A. (2000). Citizenship, identity, and social justice: The intersection of feminist and post-colonial discourses. In M. Arnot and J. Dillabough (Eds.). Challenging Democracy. London: Routledge / Falmer.

Brown, C. (1999). Feminist postmodernism and the challenge of diversity. In A.S.Chambon & A. Irving (Eds.), Essays on postmodernism and social work (pp. 33-46). Toronto: Canadian Scholar's Press.

Bruyere, G. (1999). The Decolonization Wheel: an aboriginal perspective on social work practice with aboriginal peoples. Delaney, R., Brownlee, K. & Sellick, M. (Eds.). Social Work with Rural & Northern Communities. Lakehead University, Centre for Northern Studies, Johnston, M. (Ed.) Northern and Regional Series, Volume 8, Northern Social Work Collection, Volume 4. Thunder Bay: Lakehead University

Charlton, J.I. (1998). Nothing About Us Without Us: Disability Oppression and Empowerment. Berkeley: University of California Press

Clark, C. (2002). Identity, individual rights and social justice. In R. Adams & L.

Dominelli L. & M. Payne (Eds.), Critical practice in social work. Houndmills, Basingstoke, Hampshire: Palgrave.

Day, L. (1992). Women and Oppression: Race, Gender and Class. In "Women and Oppression" Issues in Anti- Discriminatory Practice. New York: Routledge

Delgado, R. (2000). 'Storytelling for oppositionists and others: a plea for narrative'. In: Delgado, R. & Stefancic, J. (eds.) Critical race theory. The cutting edge. Philadelphia: Temple University Press, pp.60-70

Dominelli, L. (1994). Anti-racist perspectives in the social work curriculum. In L. Dominelli & N. Patel & W. T. Bernard (Eds.), Anti-racist social work education: Models of practice (pp. 22-35). U.K.: SSSU.

Dominelli, L. (1997). Anti-Racist Social Work. London: Macmillan.

Dominelli, L. (2004). Social work- A profession in changing contexts. In L. Dominelli (Ed.), Social work: Theory and practice for a changing profession (pp. 20-61). Cambridge: Polity Press.

Dumbrill, G. C. (2006). Should I go or should I stay? An anti-racist child welfare training dilemma. In B. Lee & S.Todd (Eds.). A casebook of community practice: Problems and strategies. (pp. 149-155). Mississauga: CommonAct Press.

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PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:)   ☐ YES ☒ NO

* If YES specify how:

_____

* These sections are subject to change at the discretion of the department and the content will vary.

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Graduate Studies

OFFICIAL COURSE OUTLINE INFORMATION

UNIVERSITY OF THE FRASER VALLEY

FACULTY/DEPARTMENT:	**SCHOOL OF SOCIAL WORK**	
SOWK 730 A AND B	**N/A**	**9**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS
Practicum and Advanced Direct Practice Seminar		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This is a two-semester, social work-supervised graduate level practicum. The on-line seminar runs for a total of 30 weeks and students are required to complete 450 practicum hours.   During the seminar, students will engage in critical, reflective, and creative analysis of advanced social work issues.

~~This two-day-per-week, two-semester, social work-supervised graduate level practicum takes place in a direct practice setting, for a total of 30 weeks and the completion of 450 practicum hours. Students are expected to participate in an online seminar as part of their practicum. During the seminar, students will use discussion questions and case studies to demonstrate and articulate ethical practice, knowledge of a theoretical perspective, related statutory frameworks, as well as engage in a critical analysis of social policies that influence agencies, and social policies that are relevant to case studies. Students will not be able to complete a practicum at their place of employment. Students should take the practicum as one of their final courses in the MSW program.~~

PREREQUISITES:	**Admission to the MSW program, SOWK 700, 704, 710, 711, 720 and at least one of 750, 783 or 797.**
COREQUISITES:	**None**

TOTAL HOURS PER TERM:	**475**	MAXIMUM ENROLLMENT:	**24**
* STRUCTURE OF HOURS		EXPECTED FREQUENCY OF COURSE OFFERINGS:	
Lectures:		~~On a yearly basis~~ Every 2 years, based on MSW Cohort model	
Seminar:	**25**		
Laboratory:			
Field Experience:	**450**		
Student Directed Learning:			
Other (Specify):			

AUTHORIZATION SIGNATURES:

Course Designer(s):	GPC Chair:
~~Curtis Magnuson, MSW, RSW and Adrienne Chan, MSW, RSW, PhD~~ Lucki Kang, MSW, RSW & Leah Douglas, MSW, PhD, RSW	John Hogg, MSW, RSW
Dean:	GSC Chair:
Rosetta Khalideen	~~Yvon Dandurand~~ Adrienne Chan, MSW, RSW
GSC Approval in Principle Date:	GSC Final Approval Date:

COURSE IMPLEMENTATION DATE: September 1, 2010

COURSE REVISED IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (4 years after approval):

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COURSE NAME/NUMBER   **SOWK 730 A and B**
Practicum and Advanced Direct Practice Seminar
~~SOWK 730~~
~~Practicum and Advanced Direct Practice Seminar~~

COURSE OBJECTIVE - The overall purpose / rationale for this course is:

Students will spend a minimum of 450 hours in the field, with agency supervisors selected for their ability to mentor students in developing advanced social work practice knowledge and skils.

~~To develop skills and knowledge in advanced social work practice with individuals, children, and families. Students will spend a minimum of 450 hours in the field, with agency Field Instructors selected for their ability to mentor students.~~

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

- **Demonstrate a commitment to the profession of Social Work;**
- **Integrate the Social Work Code of Ethics and Standards of Practice while engaging in respectful**
- **and professional practices;**
- **Demonstrate leadership in relation to diversity and oppression;**
- **Engage in supervision as adult learners through demonstration of self-reflective learning, effective**
- **communication and leadership;**
- **Critically reflect on the impacts of policy and legislation on advanced practice to initiate inquiry and encourage**
- **deliberation;**
- **Demonstrate an applied integration of content from previous MSW courses;**
- **Demonstrate the ability to integrate social work theory and research to inform critical thinking and decision-**
- **making in advanced practice;**
- **Analyze and integrate Indigenous perspectives in professional practice;**
- **Demonstrate collaborative leadership in all aspects of social work practice;**
- **Engage in professional development through formal and informal educational opportunities;**
- **Demonstrate advanced level written and oral communication skills.**

- ~~Demonstrate a commitment to the regulated profession of social work;~~
- ~~Demonstrate compliance with the Social Work Code of Ethics and Standards of Practice;~~
- ~~Demonstrate respect for diversity and anti-oppressive social work practice;~~
- ~~Participate in interactive supervision as adult learners;~~
- ~~Demonstrate advanced level communication skills (both verbal and written);~~
- ~~Demonstrate competency of advanced level assessment skills;~~
- ~~Demonstrate competency of advanced level planning and intervention skills;~~
- ~~Demonstrate competency of effective termination and evaluation skills;~~
- ~~Demonstrate knowledge of the organizational context of social work practice;~~
- ~~Demonstrate knowledge of social problems affecting a case under investigation;~~
- ~~Demonstrate competency in applying statutory frameworks to a case under investigation;~~
- ~~Apply social work theory to a case study;~~
- ~~Demonstrate competency in critically evaluating social policies related to practice.~~

*METHODS:

There are three primary learning methods in SOWK 730: field instruction, the online seminar, and face-to-face meetings.

While in the agency or organization, students will meet with their Field Instructor on a weekly basis to discuss relevant

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practice, theoretical, and/or social justice issues.

During the online seminar, students will critically examine and reflect on issues and cases that are part of their field experience. Students will be expected to post online bi-weekly, answering questions and actively contributing to discussions.

Students will also participate in face-to-face meetings, which include supervision, discussion, evaluation, and presentations.

~~While in the agency, students will meet with their Field Instructors on a weekly basis and discuss practice and theoretical issues. During the online seminar, students will examine issues and cases that are part of their field experience. The application of social work theories, statutory frameworks, and a critical examination of relevant social policies will be the focus of the work.~~

~~Face to face: supervision, discussion, and evaluation meetings~~
~~Online: students will be expected to post bi-weekly regarding discussion topics, questions and assignments.~~

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*COURSE CONTENT:

Integrative seminars will take place online and MSW students are required to log in bi-weekly and participate in the Web-CT-based discussions. The Field Instructor grades all practicum experience on a Credit/No Credit basis. Both fieldwork and assignments must be completed satisfactorily in order to receive credit for SOWK 730. The final grade for the Seminar will comprise a Credit/No Credit.

~~Topics: Introduction, overview, and expectations; Community context of practice; Issues from the field; Ethical practice and issues; Organizational context of practice; Social problems; Social policy; Statutory frameworks; Burnout and boundaries; Cross-cultural practice; Diversity; Community development; Advocacy; Evaluating practice; Ethical practice; Collegiality and teamwork; Professional social work; Case study presentations; Advanced practice.~~

~~This course is graded on a Credit/No Credit basis. All components of the course (listed under student evaluation) must be completed satisfactorily in order to receive credit.~~

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*STUDENT EVALUATION:

1.   Receipt of ALL completed forms, via IPT.

2.   Signed Practicum Agreement Form and Student's Learning Objectives.

3.   Signed Interim Evaluation – due upon completion of 225 hours.

4.   Signed Final Evaluation Form – due upon completion of 450 hours.

5.   Satisfactory and regular participation in on-line seminar classes on a bi-weekly basis, including providing meaningful
          responses to three required questions.

6.   Submission of critical analysis assignment, and the provision of feedback on peer-
          posted assignments.

7.   Presentation of a pivotal learning experience.

- ~~Satisfactory and regular participation in on-line seminar class on a bi-weekly basis~~

- ~~Bi-weekly Student Journals - Total of 15 due through the course of practicum~~

- ~~Signed Practicum Agreement Form and Student's Learning Objectives~~

- ~~Signed Interim Evaluation - due upon completion of 225 hours~~

- ~~Student's Presentation of Case Study~~

- ~~Signed Final Evaluation Form - due upon completion of 450 hours~~

*TEXTBOOKS, REFERENCES, MATERIALS:

E-COURSE PACK CONTENTS

Guo, W. & Tsui M. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice.
International Social Work, 53(2), 233-245.
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Supervisor, 30(1), 109-123. Retrieved from

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May, L., & Grobman, M., (Eds.) (2002). The field placement survival guide: What you need to know to get the most from your

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*SUPPORT MATERIALS:

Berg-Weger, M., & Birkenmaier, J. (2000). The practicum companion for social work: Integrating class and field work. Boston: Allyn & Bacon.

Baird, B.N. (2005). The internship, practicum, and field placement handbook: A guide for the helping professions (4th ed. edition).
 Upper Saddle River, NJ: Pearson.

Bala, N., Zapf, M.K., Williams, R.J., Vogl, R., & Hornick, J.P. (2004). Canadian child welfare law: Children, families and the state (2nd edition ed.). Toronto: Thompson Educational Publishing, Inc.

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Bogo, M., Vayda, E. (1998). The practice of field instruction in social work: Theory and process (2nd editioned.). Toronto: University of Toronto Press Incorporated.

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Danowski, W.A. (2005). In the field: A real-life survival guide for the social work internship. Boston: Pearson.

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Razack, N. (2002). Transforming the field: Critical antiracist and anti-oppressive perspectives for the human services practicum. Halifax, NS: Fernwood Publishing.

Regehr, C., & Kanani, K. (2006). Essential law for social work practice in Canada. Don Mills, ON: Oxford University Press.

Rogers, G., Collins, D., Barlow, C.A., & Grinnell, Jr., R.M. (2000). Guide to the social work practicum: A team approach. Itasca, IL: F.E. Peacock Publishers, Inc.

Rogers, G. (1995). Social work field education: Views & visions. Dubuque, IA: Kendall/Hunt Publishing Company.

Rothman, J.C. (2000). Stepping out into the field: A field work manual for social work students. Boston: Allyn and Bacon.

Royse, D., Dhooper, S.S., & Rompf, E.L. (2007). Field instruction: A guide for social work students (5th ~~edition~~ed.). Boston, MA: Pearson.

Russell-Chapin, L. A., & Ivey, A.E. (2004). Your supervised practicum and intership: Field resources for turning theory into action. Belmont, CA: Brooks/Cole—Thomson Learning.

Samuels, M., & Tanner, E. (2003). Managing a legal and ethical social work practice. Toronto: Irwin Law Inc.

Sullivan, N.E., Steinhouse, K., & Gelfand, B. (Eds.). (2000). Challenges for social work students: Skills, knowledge and values for personal and social change. Toronto: Canadian Scholars Press.

Walsh, J. (2000). Clinical case management with persons having mental illness: A relationship-based perspective. Belmont, CA: Brooks/Cole

Ward, K., & Sakina Mama, R. (2006). Breaking out of the box: Adventure-based field instruction. Chicago, IL: Lyceum Books, Inc.

Wharf, B., & McKenzie, B. (2004). Connecting policy to practice in the human services (2nd edition). Don Mills, ON: Oxford University Press.

Wilson, J.S. (1981). Field instruction: Techniques for supervisors. New York: The Free Press

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PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:)   ☐ YES ☒ NO

* If YES specify how:

_____

* These sections are subject to change at the discretion of the department and the content will vary.

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OFFICIAL COURSE OUTLINE INFORMATION

FACULTY/DEPARTMENT: **SCHOOL OF SOCIAL WORK**

SOWK 750	N/A	3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS

Advanced Intervention in Health

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

~~This course examines various models, cultural concepts and determinants of health from a social work perspective. It prepares students for advanced practice through skill building, critical analysis of Canadian health policies, interactive case studies, ethical evaluation, and the study of social work and health issues through the lifespan. Specific topics addressed include the social determinants of health, pregnancy, child and youth issues, acute and chronic conditions, vulnerable populations, aging, and end of life issues. This course focuses on person-centred care, social work leadership, culturally relevant approaches, stigma, prevention and advocacy, and communication in health care.~~

This course examines various models, cultural concepts and determinants of health from a social work perspective. It prepares students for advanced practice through skill building, critical analysis of Canadian health policies, interactive case studies, ethical evaluation, and the study of social work and health issues through the lifespan. Specific topics addressed include the social determinants of health, pregnancy, child and youth issues, acute and chronic conditions, vulnerable populations, aging, and end of life issues. This course focuses on person-centred care, social work leadership, culturally relevant approaches, stigma, prevention and advocacy, and communication in health care.

PREREQUISITES: **Admission into MSW program.**

COREQUISITES: **None.**

TOTAL HOURS PER TERM:	**45**	MAXIMUM ENROLLMENT:	24

* STRUCTURE OF HOURS

		EXPECTED FREQUENCY OF COURSE OFFERINGS:
Lectures:	**15**	Every 2 years, based on MSW Cohort model
Seminar:	**30**	
Laboratory:		
Field Experience:		
Student Directed Learning:		
Other (Specify):		

AUTHORIZATION SIGNATURES:

Course Designer(s):   GPC Chair:

Leah Douglas, MSW, PhD, RSW   John Hogg, MSW, RSW

Dean: GSC Chair:

Rosetta Khalideen, PhD   Adrienne Chan , PhD

GSC Approval in Principle Date: GSC Final Approval Date:

COURSE IMPLEMENTATION DATE: May 1, 2010

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COURSE REVISED IMPLEMENTATION DATE: January 1, 2015

COURSE TO BE REVIEWED (4 years after approval):   January 1, 2019

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COURSE OBJECTIVE - The overall purpose / rationale for this course is:

This course will explore health issues from a social work perspective. This will include an exploration of attitudes and values with respect to health behaviors, the management of chronic and actute illnesses throughout the lifespan, stigma in health care, death, dying, and bereavement. Socio-cultural influences and the social context of health will be included. The nature of the Canadian health care system and the economics that undergird the system will be explored. The relationship between social policy and health maintenance indicators will be a focus.

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

- 1.   Articulate ~~Understand~~ the social determinants of health and their implications for policy, practice, and research.
- ~~Critically analyze the current health care system in Canada: federal, provincial, and municipal policies.~~

- Identify ethical issues in health care, ~~and have a~~ and frameworks for addressing them.
- Evaluate the concept of health from various lenses, including epidemiological, sociological, and human rights perspectives.
- Demonstrate skill in using evidence-based practice.
- Apply ~~Use~~ motivational interviewing techniques and assess ~~the~~ stages of change in a health context.
- Understand the impacts of colonization on Indigenous Peoples' health and experiences in health care.
- ~~Evaluate the strengths and limitations of major health models (medical model, Aboriginal health models, alternative perspectives).~~
- ~~Acknowledge and value individual and community goals, perspectives, and cultures with respect to health.~~
- ~~Demonstrate skill in health-focused psychosocial assessment and charting.~~
- Address the impacts of coercion, compliance, conflict, shame, trauma, and stigma in health and health care.
- Demonstrate leadership in health-related social work.

~~Critically analyze the current health care system in Canada: federal, provincial, and municipal policies.~~
~~Articulate the social determinants of health and their implications for policy, practice, and research.~~
~~2.   Critically analyze the current health care system in Canada: federal, provincial, and municipal policies.~~

~~3.   Identify ethical issues in health care, and frameworks for addressing them.~~

~~4.   Evaluate the concept of health from various lenses, including epidemiological, sociological, and human rights perspectives.~~

~~5.   Demonstrate skill in using evidence-based practice.~~

~~6.   Apply motivational interviewing techniques and assess stages of change in a health context.~~

~~7.   Understand the impacts of colonization on Indigenous Peoples' health and experiences in health care.~~

~~8.   Facilitate discussion of the impacts that coercion, compliance, conflict, shame, trauma, and stigma have in health and health care.~~

~~9.   Demonstrate leadership in health-related social work.~~

* METHODS:

~~This course is taught primarily online (via Blackboard Learn) using a combination of lectures, discussions, exercises, videos and guest speakers/presentations. Face-to-face sessions are also shceduled.~~
This course is taught primarily online (via Blackboard Learn) using a combination of lectures, discussions, exercises, videos and guest speakers/presentations. Face-to-face sessions are also scheduled.

* COURSE CONTENT:

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[Course content varies by instructor. An example of course content might be:]

Week 1: What is Health? Epidemiological and Sociological Perspectives
Week 2: Human Rights Perspectives; Researching Health
Week 3: Social Determinants of Health: Overview & Class-based Inequities
Week 4: Social Determinants of Health: Gender & Race Inequities
Week 5: Public Policy and Health Inequities
Week 6: Health Models and Care Systems in Canada, and Peoples' Experiences of Colonization in Health Care
Week 7: Compliance, Conflict and Social Work Ethics in Health Care
Week 8: Motivational Interviewing and the Stages of Change
Week 9: Evidence-based Practice for Social Work Issues related to Pregnancy, Childhood and Youth
Week 10: Evidence-based Practice for Social Work Issues related to Adults
Week 11: Stigma and Health Care
Week 12: Social Work Issues related to Bereavement, Loss, Death and Dying
Week 13: Social Work Leadership and Supervision; Review and Summary

* STUDENT EVALUATION:

[An example of student evaluation, including type of assignment and weight, for this course might be:]

Assignment #1: Health Manifesto Assignment 40%

Assignment #2: Major Paper – Re/Imagining Health 40%

Assignment #3: Discussion Facilitation and Practical Example 20%

* TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. Please include an example of texts for this course in an appropriate reference format.]

Bryant, T., Raphael, D., & Rioux, M. (Eds.) (2010). Staying alive: Critical perspectives on health, illness, and health care. (2nd eEd.). Toronto: Canadian Scholars' Press.

Heinonen, T. & Metteri, A. (2005). (Eds.). Social work in health and mental health: Issues, developments and actions. Toronto, ON: Canadian Scholars' Press.

* SUPPORT MATERIALS:

Abada, T., Hou, F. & Ram, B. (2008). The effects of harassment and victimization on self-rated health and mental health among Canadian adolescents. Social Science and Medicine, 67(4): 557-67.

Ahmad, F., Shik, A., Vanza, R., Cheung, A., George, U. & Stewart, DE. (2004). Popular health promotion strategies among Chinese and East Indian Immigrant Women. Women Health, 40(1), 21-40.

Ballon, D., Gamble, N. & Kirsch, S. (2005). Beyond the Label. Toronto, ON: Centre for Addiction and Mental Health. Retrieved from Available on-line at www.camh.net/About_Addiction_Mental_Health/Concurrent_Disorders/beyond_the_label_toolkit05.pdf

Barbara, A. (2007). Asking the right questions, 2: talking about sexual orientation and gender identity in mental health, counselling, and addiction settings. Toronto, ON: Centre for Addiction and Mental Health. Retrieved from Available on-line at www.camh.net/Publications/Resources_for_Professionals/ARQ2/arq2.pdf

Batt, S. (2005). Marching to Different Drummers: Health Advocacy Groups in Canada and Funding from the Pharmaceutical Industry. Toronto, ON: Women and Health Protection. Retrieved from Available on-line at www.whp-apsf.ca/pdf/corpFunding.pdf

Broom, A. &Tovey, P. (Eds.). (2009). Men's Health: Body, Identity and Social Context. Somerset, NJ: Wiley

Cameron, S., Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. Journal of Counselling and Development, 80(3): 286-92.

Coombs-Arme T. (1990). Social work practice in maternal and child health. New York. Springer Press.

Crooks, V., Chouinard, V. & Wilton, R. (2008).   Understanding, embracing, rejecting: women's negotiations of disability constructions and categorizations after becoming chronically ill. Social Science and Medicine, 67(11): 1837-1846.

Eden, T., Barr, R., Bleyer, A. & Whiteson, M. (Eds.). (2005). Cancer and the Adolescent .(2nd eEdition.). Somerset, NJ: Wiley.

Fairbain, N, et al. (2008). Seeking refuge from violence in street-based drug scenes: women's experiences in North America's first supervised injection facility. Social Science and Medicine, 67(5): 817-823.

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Gambrill, E. & Pruger, R. (1997). Controversial issues in social work ethics, values, and obligations. Toronto: Allyn and Bacon

Gehlert, S. & Arthur Browne, T. (2006). Handbook of Health Social Work. Somerset, NJ: Wiley.

Germain, C. (1984). Social work practice and health care: ecological perspective. New York: MacMillan.

Gomm, M., Lincoln, P., Pikora, T. & Giles-Corti, B. (2006). Planning and implementing a community-based public health advocacy campaign: a transport case study from Australia. Health Promotion International, 21(6): 284-292.

Grenier, A., and Guberman, N. (2009). Creating and sustaining disadvantage: the relevance of a social exclusion framework. Health and Social Care in the Community, 17(2): 116-124.

Grewal, S., Bottorff, J., & Hilton, B. (2005). The Influence of Family on Immigrant South Asian Women's Health. Journal of Family Nursing, 11(3), 242-263.

Heinonen, T., Metteri, A. & Leach, J. (2008). Applying health dimensions and determinants in social work practice. European Journal of Social Work.

Jones, J., et al. (2008). Attitudes of community developmental services agency staff toward issues of inclusion for individuals with intellectual disabilities. Journal of Policy and Practice in Intellectual Disabilities, 5(4): 219-226.

Julia, M. C. (1996). Multicultural awareness in health care professions. Allyn & Bacon.

Kadushin, G. & Kulys, R. (1993). Discharge Planning Revisited: What Do Social Workers Actually Do in Discharge Planning? Social Work, 38(6): 713-26.

Kinsler, J., Wong, M., Sayles, J., Davis, C., and Cunningham, W. (2007). The Effect of Perceived Stigma from a Health Care Provider on Access to Care Among a Low-Income HIV-Positive Population. AIDS Patient Care and STDs. 21(8): 584-592.

Korhonen, M. (2005). Ikajurniq Basic Counselling Sills: Inuit Voices, Modern Methods. Ajunnginiq Centre at the National Aboriginal Health Organization. Retrieved from Available on-line at www.naho.ca/inuit/english/documents/BasicCounsellingSkillsFinal_001.pdf

Kuhl, D. (2002). What dying people want: practical wisdom for the end of life. Canada: Doubleday.

MacLean, L., Edwards, N., Garrad., Sims-Jones, N., Clinton, K. & Ashley, L. (2009). Obesity, stigma and public health planning. Health Promotion International, 24(1): 88-93.

McAlynn, M. & McLaughlin, J. (2008). Key Factors impeding discharge planning in hospital social work: an exploratory study. Social Work in Health Care, 46(3): 1-27.

National Aboriginal Health Organization. (2008). Cultural Competency and Safety: A Guide for Health Care Administrators, Providers and Educators. Ottawa, ON: Author. Retrieved from Available on-line at www.naho.ca/publications/culturalCompetency.pdf

National Aboriginal Health Association. (2008). Celebrating Birth - Exploring the Role of Social Support in Labour and Delivery for First Nations Women and Families. Ottawa, ON: Author. Retrieved from Available on-line at www.naho.ca/english/midwifery/celebratingBirth/Doulapaper_English.pdf

Nordenfelt, L. (2009). Dignity in Care for Older People. Somerset, NJ: Wiley.

Olson, M. M. (1994). Women's health & social work. New York: The Haworth Press.

Pauktuutit Inuit Women's Association. (2006). National Strategy to Prevent Abuse in Inuit Communities and Sharing Knowledge, Sharing Wisdom - A Guide to the National Strategy. Ottawa, ON: Author. Retrieved from Available on-line at www.pauktuutit.ca/pdf/publications/abuse/InuitStrategy_e.pdf

Raphael, Dennis. (2004). Social Determinants of Health: Canadian Perspectives. Toronto: Canadian Scholars' Press.

Richmond, C. & Ross, N. (2008). Social support, material circumstance and health behaviour: influences on health in First Nation and Inuit communities of Canada. Social Science and Medicine, 67(9): 1423-1433.

Robb, Pam (2006). Social Workers in Health: Working Conditions and Related Topics, Literature Review. Ottawa, ON: CASW.

Robinson, W., et al. (2008). Aging with HIV: historical and intra-community differences in experience of aging with HIV. Journal of

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Gay and Lesbian Social Services, 20(1/2): 111-128.

Sims-Gould, J & Martin-Matthews, A. (2008). Themes in family care-giving: implications for social work practice with older adults. British Journal of Social Work, 38(8): 1572-1587.

Suter, E., et al. (2009). Role understanding and effective communication as core competencies for collaborative practice. Journal of Interprofessional Care, 23(1): 41-51.

Turner, F. (1995). (Ed.). Differential diagnosis and treatment in social work. New York: The Free Press.

Waldrum, J., Herring, D. & Kue Young, T. (2006). Aboriginal health in Canada: historical, cultural, and epidemiological perspectives. Toronto, ON: University of Toronto Press Inc.

Waxler-Morrison, N., Anderson, J.M. & Richardson, E. (Eds). (1990). Cross cultural caring: A handbook for health professionals in western Canada. UBC Press.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:)   ☐☒ YES   ☒☐ NO

* If YES specify how:

_____

* These sections are subject to change at the discretion of the department and the content will vary.

Graduate Studies

OFFICIAL COURSE OUTLINE INFORMATION

FACULTY/DEPARTMENT:	**SCHOOL OF SOCIAL WORK**	
SOWK 783	**N/A**	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS
Advanced Social Work Practice with Children and Families		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This advanced practice course will provide an in-depth understanding of the theory and practice of family therapy. Students will learn the different models of family therapy ~~and their history~~ and theoretical assumptions, as well as the practice of conducting assessments and interventions, and evaluating intervention with families. A variety of approaches will be utilized to demonstrate different family therapeutic styles, such as role-plays, discussion of case-study interventions, and when available, videos and film. Students will also critically examine the strengths and weaknesses of various family theories and therapeutic techniques, the role of the social worker with families, ~~and the cultural perspective of the clients' families~~ and the cultural perspective of the client family, including Indigenous orientations. The family therapy approach will be critiqued using ~~feminist, ethical, and anti-oppressive~~ multiple theoretical frameworks.

PREREQUISITES: **Admission to the MSW program**

COREQUISITES: **None**

TOTAL HOURS PER TERM: **45**	MAXIMUM ENROLLMENT: 24
* STRUCTURE OF HOURS	EXPECTED FREQUENCY OF COURSE OFFERINGS:
Lectures: **15**	~~On a yearly basis~~ Every 2 years, based on MSW Cohort model
Seminar: **30**	
Laboratory:	
Field Experience:	
Student Directed Learning:	
Other (Specify):	

AUTHORIZATION SIGNATURES:

Course Designer(s):	GPC Chair:
~~Leah Douglas, MSW, PhD, RSW~~ Margaret Coombes, PhD John Hogg, MSW, RSW	John Hogg, MSW, RSW
Dean:	GSC Chair:
Rosetta Khalideen, PhD	Adrienne Chan ~~Yvon Dandurand~~, PhD
GSC Approval in Principle Date:	GSC Final Approval Date: March 17, 2011

COURSE IMPLEMENTATION DATE: September 1, 2011

COURSE REVISED IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (4 years after approval):   August 2013

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COURSE OBJECTIVE - The overall purpose / rationale for this course is:

To build on ~~basic~~ principles of intervention with families and children, and to offer an in-depth look at the integration of theory and family- -centred practice. Emphasis is placed on examining substantive issues such as divorce, developmental issues, attachment and loss, sexual exploitation, and poverty. Using a range of theoretical perspectives, such as systemic, feminist, and structural approaches~~perspectives~~, students will focus on working with families from diverse cultures and ethnic backgrounds.

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

- Examine the historical underpinnings of family-centred advanced practice in social work;
- Demonstrate critical analysis skills involving a comparison of the student's value system to those values underlying different practice modalities;
- Articulate a conceptual and operational understanding of the theory and advanced practice of family-centred work;
- Demonstrate the practitioner's use of self and its influence in a family-centred practice;
- Analyze issues of diversity in family dynamics, with attention to Indigenous perspectives, -culture, gender, sexuality, age, ~~family need levels,~~ and lifestyles; ~~life styles and types of interventions influence one another~~;
- Integrate diverse theoretical approaches and articulate a critical perspective on family-centred models of intervention;
- Demonstrate the importance of collaborative work with other professionals as part of team work;
- Critically examine ~~Become aware of~~ potential gender bias in family-centred models of intervention and develop an understanding of feminist criticism of the theory underlying some family-centred models;
- Critically analyze ~~a range of Social Work/Human Services Work~~ values and ethics~~al issues~~ related to family-centred practice and theor~~ies~~~~y~~.

* METHODS: This is an online course, with a face to face component.

Lectures, large and small group discussions, experiential exercises, video clips (when appropriate), guest speakers (as needed), and student presentations.

* COURSE CONTENT:

- Introductions, review syllabus and course outline, ensur~~ing~~ understanding of families from a systems approach

- Historical overview of family systems model

- Lessons from early models, systems anxiety and stages of family counseling-assessment

- Genograms and ecomaps as a method of uniting the family and building a sense of healthy pride

- Indigenous and diverse views of working with families

- Family ~~a~~Assessment ~~– what makes for a good family assessment~~?

- Structural and s~~S~~trategic approaches ~~– the early communication model. What is structural family therapy?~~
-
- ~~What is e~~Experiential ~~family therapy?~~ and c~~C~~ognitive-behavioural treatment approaches to children and families

- Postmodern~~ism & the social constructivist~~ approaches to understanding families ~~paradigm, feminist approach to families, developing a self in context~~

- ~~Women's changing life cycle roles, theoretical formulations of the solution focused approach~~
-
- ~~Pros & cons of Bowen's concept of differentiation of self, emotional reactivity, narrative theoretical forumulations~~

- Critiques of family therapeutic approaches~~work approaches – feminist views of working with families~~

- Family group conferencing and~~&~~ group decision making ~~-~~

- ~~First Nation's views of working with families~~

==*** STUDENT EVALUATION:**==

Assignment #1 - Personal Genogram   (Value: 20%)

Assignment #2 - Term Paper: developing & applying your family-centered model of assessment & practice to a case (Value 30%)

Assignment #3 - Student Group presentations of family practice situations   (Value: 10%)

Assignment #4 - Critical reflection paper   (Value: 20%)

Assignment #5 - Final Exam (Value: 20%)

==*** TEXTBOOKS, REFERENCES, MATERIALS:**==

Nichols, Michael P. & Schwartz, Richard C. (2006). Family ~~t~~Therapy: ~~C~~concepts and ~~M~~methods, 7th edition. Toronto: Allyn & Bacon.

Instructor developed course pack, including the following:

Bowen, Murray. (1971). Toward the differentiation of self in one's family of origin. In Frances D. Andres~~, Francis D.~~ & Joseph P. Lorio~~, Joseph, P.~~ (Eds.). Georgetown ~~F~~family ~~S~~symposia: A collection of selected papers, vol. 1. Washington, DC: Department of Psychiatry, Georgetown University Medical Centre.

~~Holland, Thomas, P. and Kilpatrick, Allie, C. (1995). An Ecological Systems-Social Constructionism Approach to Family Practice.~~ Kilpatrick, Allie C. ~~and~~& Holland, Thomas, P. (1995). Working with ~~F~~families: An ~~I~~integrative ~~M~~model by ~~L~~level of ~~N~~need.
                Toronto: Allyn and Bacon.

~~Kilpatrick, Allie, C. (1995). Levels of Family Need. Kilpatrick, Allie, C. and Holland, Thomas, P. Working with Families: An Integrative Model by Level of Need. Toronto: Allyn and Bacon.~~

Luepnitz, Deborah Anna (1988). A ~~F~~feminist ~~C~~critique of ~~E~~eight ~~A~~approaches to ~~F~~family ~~T~~therapy in The ~~F~~family ~~I~~interpreted: Feminist ~~T~~theory in ~~C~~clinical ~~In Clinical~~ ~~P~~practice. New York: Basic Books.

~~Mandell, Deena, Sullivan, Nancy and Meredith, Grahame. (2001). Family Group Conferencing: Final Evaluation Report. Unpublished paper. Meredith Associates.~~

McGoldrick, Monica and Carter, Betty. (1999). Self In Context: The Individual Life Cycle in Systemic Perspective. In Betty Carter & Monica McGolderick ~~Carter, Betty and McGoldrick, Monica,~~ (e~~E~~ds.).~~-~~ The ~~E~~expanded ~~F~~family ~~L~~life ~~C~~cycle: Individual, ~~F~~family and ~~S~~social ~~P~~perspectives (3rd edition). Toronto: Allyn and Bacon.

~~McGoldrick, Monica. (1999). Women Through the Family Life Cycle. Carter, Betty and McGoldrick, Monica (eds.). The Expanded Family Life Cycle: Individual, Family and Social Perspectives, (3rd edition). Toronto: Allyn and Bacon.~~

Milewski-Hertlein, Katherine A. (2001). The ~~U~~use of a ~~S~~socially ~~C~~constructed ~~G~~genogram in ~~C~~clinical ~~P~~practice. *The American Journal of Family Therapy*, 29, 23-38.

~~Ministry of Children and Family Development. (2002). Family Group Decision Making Conferences: Pilot Project. Unpublished paper. Vancouver Coastal Model.~~

Rosen, Elliott J. (1999). Men ~~i~~In ~~T~~transition: The "~~N~~new ~~M~~man". In Betty Carter & Monica McGoldrick (Eds.), ~~Carter, Betty and McGoldrick, Monica (eds.).~~ The ~~E~~expanded ~~F~~family ~~L~~life ~~C~~cycle: Individual, ~~F~~family and ~~S~~social ~~P~~perspective, (3rd edition). Toronto: Allyn and Bacon.

~~Thomlinson, Barbara. (2002). Family Assessment in Family Assessment Handbook: An Introductory Practice Guide to Family Assessment and Intervention. Pacific Grove, CA: Brooks/Cole.~~

~~Thomlinson, Barbara. (2002). Getting Started in Family Assessment Handbook: An Introductory Practice Guide to Family Assessment and Intervention. Pacific Grove, CA: Brooks/Cole.~~

Walton, Elaine ~~and~~& Smith, Carole~~.~~ (1999). The Genogram: A ~~T~~tool for ~~A~~assessment and ~~I~~intervention in ~~C~~child ~~W~~welfare. *Journal of Family Social Work*, Vol. 3(3), pp. 3-19.

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* **SUPPORT MATERIALS:**

Abell, N., & Heidson, W. W. (2000). Pragmatic applications of single-case and group design in social work evaluation and research. In P. Allen-Meares & C. Garen (Eds.). The handbook of social work direct practice (pp.5-35). Thousand Oaks, CA: Sage.

Anderson, H. (1997). Collaborative Language Systems: A Postmodern Approach to therapy. Toronto: HarperCollins Canada, Ltd.

Anderson, C. M., & Stewart, S. (1983). Mastering resistance. New York: Guilford.

Avis, J. M. (1988). Deepening awareness: A private study guide to feminism and family therapy. In L. Braveman (Ed). A guide to feminist family therapy. New York: Harrington Park Press.

Becvar D. S., & Becvar, R. J. (1996). Family therapy: A systemic integration (3rd ed.). Needham Heights, MA: Allyn/Bacon.

Berg, I. K. (1994). Family based services: A solution focused approach. New York: W W Norton.

Berg, I & DeJong, P. (1996). Solution-building conversations: Co-constructing a sense of competence with clients. *Families in Society*, 77(6), 376-390.

Bernal, G., & Scharron-Del-Rio, M. R. (2001). Are empirically supported treatments valid for ethnic minorities? Toward an alternative approach for treatment research. *Cultural Diversity and Ethnic Minority*, 7, 328-342.

Bobrow, E., & Ray, W. A. (2004). Strategic family therapy in the trenches. *Journal of Systemic Therapies*, (23)4, 28-38.

Bowen, M. (1978). Family Therapy in Clinical Practice. New York: Jason Aronson.

Breton, M., Cox, E. O., & Taylor, S. (2003). Social justice, social policy, and social work: Securing the connection. *Social Policy Journal*, 2(1), 3-20.

Bronstein, L. R. (2003). A model for interdisciplinary collaboration. Social Work, 48(3), 297-306.

Brown, C. (1994). Feminist postmodernism and the challenge of diversity. In A. S. Chambon & A. Irving (Eds.). Essays on postmodernism and social work (pp. 33-46). Toronto: Canadian Scholars Press.

Brown, L. S. (2014). Feminist therapy process. In G. R. VandenBos, E. Meidenbauer, & J. Frank-McNeil (Eds.) , *Psychotherapy theories and techniques: A reader* (pp. 181-186). Washington, DC US: American Psychological Association. doi:10.1037/14295-020

Butz, M.R., Chamberlain, L.L. & McCown W.G. (1997) Strange Attracters: Chaos, Complexity and the Art of Family Therapy. At the turning point. 1997 John Wiley & Sons: New York.117-148.

Carter, B., & McGoldrick, M. (1988). The changing family life cycle: A framework for family therapy, (2nd edition). Boston: Allyn & Bacon.

Carter, B. & McGoldrick, M. (editors). (1999). The expanded family life cycle: Individual, family and social perspective, (3rd edition). Toronto: Allyn & Bacon.

Collins, D., Jordon, C., & Coleman, H. (1999). An Introduction to Family Social Work. Itasca, Ill. Peacock Publishers.

Dattillio, F. M., & Epstein, N. B. (2005). Introduction to the special section: The role of cognitive-behavioral interventions in couple and family therapy. *Journal of Marital and Family Therapy*, 31, 1, 7-14.

Davis, Kenneth. (1996). Families: A handbook of concepts and techniques for the helping professional. Pacific Grove, CA: Brooks/Cole.

De Shazer, S. & Molnar, A. (1984). Four useful interventions in brief family therapy. *Journal of Family Therapy*, 19(2), 145-158.

Dattillio, F. M., & Epstein, N. B. (2005). Introduction to the special section: The role of cognitive-behavioral interventions in couple and family therapy. *Journal of Marital and Family Therapy*, 31, 1, 7-14.
Early, T. (2001). Measures for practice with families from a strengths perspective. *Families in Society*, 82(3), 225-232.

Early, T.J., & GlenMaye, L.F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work*, 45(2), 118-130.

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Graduate Studies

Friedman, S. (Ed.). (1993). The new language of change. New York: Guilford.

Friedman, S. (Ed.). (1995). The reflecting team in action: Collaborative practice in family therapy. New York: Guilford Press.

Gibbs, L. & Gambrill, E. (1999). Critical thinking for social workers: eExercises for the helping profession. (revised edition) Thousand Oaks California: Pine Forge Press.

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Goldner, V. (1985a). Warning: Family therapy may be hazardous to your health. *Family Therapy Networker*, 9(6), 19-23.

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Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society*, 82(3), 233-242.

Gray-Little, B., & Kaplan, W. (2000). Race and ethnicity in psychology research. In C. Nyder & R. Ingram (Eds.), Handbook of Psychology Change. New York: Wiley.

Haley, J. (1976). Problem solving therapy: New strategies for effective family therapy. New York: Harper Colophon.

Hare-Mustin, R.T. (1994). Discourses in the mirrored room: A postmodern analysis of Ttherapy. *Family Process*, 33, 19-35.

Hartman, A., & Laird, J. (1983). Family-centered social work practice. New York: Free Press.

Ho, M. K. (1987). Family therapy with ethnic minorities. Newbury Park, CA: Sage.

Hull, C.H., & Mathew, J. (2006). Understanding Generalist Practice with Families.(1st ed). Wadsworth

Imber-Black, E. (1988). Families and larger systems: A family therapist's guide through the labyrinth. New York: Guilford.

Lee, M. Y. (1996). A constructivist approach to clients' help seeking process: A response to cultural diversity. *Clinical Social Work Journal*, 24,187-202.

Lee, M.O. (2003) A Solution –focused approach to cross-cultural social work practice: Utilizing cultural strengths. *Families in Society*. Jul-Sept: 84, 3. 385-395.

Leibson H. R. (2005). From Self- Sufficiency to Personal and Family Sustainability: A new paradigm for Social Policy Journal of Sociology & Social Welfare Vol32 Issue 4 pp77-92.

Madsen, William C. (1999). Collaborative therapy with multi-stressed families: From old problems to new futures. New York: Guilford Press.

McGoldrick, M. & Gerson, R. (1985). Genograms in family assessment. New York: Norton.
McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention (3rd ed.).* New York, NY US: W W Norton & Co.

McGoldrick, M., Anderson, C., & Walsh, R. (Eds.). (1989). Women in families: A framework for family therapy. New York: W. W. Norton.

McGoldrick, M., Pearch, J. K., & Giordano, J. (Eds.). (1982). Ethnicity and family therapy. New York: Guilford.

Miller, A. L., Glinski, J., Woodberry, K. A., Mitchell, A. G., & Indvik, J. (2002). Family therapy and dialectical behavior therapy with adolescents: Part I: Proposing a clinical synthesis. *American Journal of Psychotherapy*, 56(4), 568-575.

Minuchin, S. (1974). Families and family therapy. Cambridge, MA: Harvard University Press.

Minuchin, S., & Fishman, H. C. (1981). Family therapy techniques. Cambridge, MA: Harvard University Press.

Minuchin, S., & Nichols, M. (1993). Family healing: Tales of hope and renewal from family therapy. New York: Free Press.

Morrow D.E., & Messenger, L. (2006). Sexual orientation & gender expression in social work practice. New York: Columbia University Press.

Murray, C. E. & Murray, T. L. (2004). Solution-focused premarital counseling: Helping couples build a vision for their marriage. *Journal of Marital and Family Therapy*, 30(3), 349-358.

Graduate Studies

~~Minuchin, S., & Nichols, M. (1993). Family healing: Tales of hope and renewal from family therapy. New York: Free Press.~~

Navarre, S. E. (1998). Salvador Minuchin's structural family therapy and its application to multicultural family systems. *Issues in Mental Health Nursing*, 19, 557-570.

Nichols, Michael P. & Schwartz, Richard C. (2006). Family Therapy: Concepts and Methods 7th Edition. Toronto: Allyn & Bacon.

Parry, A. & Doan, R. E. (1994). Story R-re-visions: Narrative therapy in the postmodern World. New York: Guilford Press.

Reid, W. J. (2002). Knowledge for direct social work practice: An analysis of trends. *Social Service Review*, 76(1), 6-33.

Richert, A. J. (2002). The self in narrative therapy: Thoughts from a humanistic/existential perspective. *Journal of Psychotherapy Integration*, 1(12), 77-1-4.

Rosen, A., & Proctor, E. K. (Eds.) (2003). Developing practice guidelines for social work interventions: Issues, methods, and research agenda. New York: Columbia University Press.

Schott, S. A., & Conyers, L. M. (2003). A solution-focused approach to psychiatric rehabilitation. *Psychiatric Rehabilitation*, 27(1), 43-53.

Stalker, C. A., Levene, J. E., & Coady, N. F. (1999). Solution-focused brief therapy—one model fits all? *Families in Society*, 80(5), 468-478.

Turner, S.G. (2001). Resilience and social work practice: Three case studies. *Families in Society: The Journal of Contemporary Human Services*. 82(5), pp. 441-448.

Vetere, A. (2001). Structural family therapy. *Child Psychology and Psychiatry Review*, 6(3), 133-139.

Walsh, F. (Ed.). (1993). Normal family processes. New York: Guilford.

White, Michael & Epston, David. (1990). Narrative means to therapeutic ends. New York: Norton.

~~Woody, R.L., & Woody J.D. (2001). Ethics in marriage and family therapy Chapter 3 Multiple relationships pp 43-61.~~

Yang, L. H., & Pearson, V. J. (2002). Understanding families in their own context: Schizophrenia and structural family therapy in Beijing. *Journal of Family Therapy*, 24, 233-257.

Graduate Studies

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:)   ☐ YES ☒ NO

<mark>* If YES specify how:</mark>

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* These sections are subject to change at the discretion of the department and the content will vary.

OFFICIAL COURSE OUTLINE INFORMATION

UNIVERSITY
OF THE FRASER VALLEY

FACULTY/DEPARTMENT:	**SCHOOL OF SOCIAL WORK**	
SOWK 797	N/A	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS

Advanced Social Work Practice in ~~Intervention in~~ Mental Health

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Students will develop knowledge and a critical analysis of mental health, social attitudes about mental illness, and service delivery models in Canada, with a particular emphasis on British Columbia. Through various theoretical lenses, students will examine the ideological, social, and political perspectives of mental illness and advanced social work practice. Students will develop, skills, knowledge, and ability to critique mental health .diagnosis and assessment.

~~Starting with the evolution of social attitudes and views regarding mental health and mental illness and the historical development of mental health models and services, students will explore current mental health policy issues. This will include community treatment orders, deinstitutionalization/reinstitutionalization, discrimination, criminalization, and the National Mental Health Commission. Students will critically examine the dominant Medical Model of assessment, diagnosis, and treatment as well as the Recovery Model of community integration. A focus of the course will be to determine the role of social work at the intersection of these two complementary/competing models. The relationship between mental health and other social issues such as poverty, unemployment, housing, parenting, sexual abuse, substance abuse, violence, crime, race, gender, and culture will be examined. Students will be introduced to the core knowledge and skills required of social workers in mental health settings~~

.

PREREQUISITES:	**Admission to the MSW program**
COREQUISITES:	**None**

TOTAL HOURS PER TERM:	**45**	MAXIMUM ENROLLMENT:	24

* STRUCTURE OF HOURS		EXPECTED FREQUENCY OF COURSE OFFERINGS:
Lectures:	**15**	~~On a yearly basis~~ Every 2 years, based on MSW Cohort model
Seminar:	**30**	
Laboratory:		
Field Experience:		
Student Directed Learning:		
Other (Specify):		

AUTHORIZATION SIGNATURES:

Course Designer(s):	**Margaret Coombes, Ph.D.** **Lisa Moy, Ph.D. RSW** **Glen Paddock, PhD.**	GPC Chair:	
			John Hogg, MSW, RSW
Dean:		GSC Chair:	
	Rosetta Khalideen, PhD		Adrienne Chan, PhD
GSC Approval in Principle Date:		GSC Final Approval Date:	

COURSE IMPLEMENTATION DATE: September 1, 2011

COURSE REVISED IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (4 years after approval):

COURSE OBJECTIVE - The overall purpose / rationale for this course is:

~~To demonstrate an understanding of the historical themes in the evolution of our understanding of mental illness, psychiatry, mental health and recovery.~~

To demonstrate knowledge and skills in advanced social work practice with those affected by mental health issues at   the micro, mezzo, and macro levels.

historical and current contexts which

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

- ~~Demonstrate an appreciation for the experience and perspectives of people with mental illness in relation to their journey through the mental health care system;~~
- Critically analyze the Medical Model as it currently operates in the Canadian mental health system, identifying its strengths, weaknesses in terms of its implications for both the quality of life for people with mental illnesses and for service design and structure;
- ~~* Demonstrate an understanding of~~Articulate an understanding of the format and application of DSM ~~I~~V-~~TR and its place in the Medical Model~~;
- ~~Critically analyze the Recovery Model~~ Examine various theoretical models as it is currently practiced in the Canadian mental health system, identifying its strengths and weaknesses in terms of its implications for both the quality of life for people with mental illnesses and for service design and structure;
- ~~Locate and critically examine the intersection of the Medical and Recovery Models with the practice of social work;~~
- Identify the core elements of the mental health system in British Columbia and evaluate this system in relation to its effectiveness in meeting the needs of people with mental illnesses;
- Critically analyze the current key issues facing people with mental illness in Canada, within their historical, philosophical and political dimensions. There will be particular emphasis ~~on British Columbia, including~~ on the ways in which people with mental illness are marginalized and stigmatized; ~~discrimination, deinstitutionalization, poverty, homelessness, coercive treatments, etc.;~~
- Critically analyze the fit between the mental health system and other ~~crucial~~ service~~s~~ delivery systems such as~~including~~ the family services system, the correctional system, income support systems, education and employment systems, etc.;
- ~~Learn~~ Develop and critique the ~~key roles~~ clinical knowledge and skills of the social worker on a mental health intervention team;
- ~~Demonstrate an understanding of the core knowledge and skills required to practice in a community mental health agency as a social worker;~~
- ~~Demonstrate an understanding of the core clinical knowledge and skills required to work as a social worker in an institutional/inpatient setting;~~
- ~~Critically analyze personal values and issues~~Practice reflexivity in relation to the effective practice of social work in a mental health setting.

* METHODS:

Methods of instruction may include lecture, guest speakers, classroom discussion, student presentations, audio/visual materials, direct practice, site visits and experiential exercises.

* COURSE CONTENT:

- The history of psychiatry and the development of the medical model
- The development of the community mental health movement and the recovery model
- The Medical Model vs. the Recovery Model
- Current relevant legislation in BC
- Mental Health service structures i.e. Health Authorities, Provincial Health Authority, Federal services to prisoners and First Nations People, the National Mental Health Commission, the non-profit sector, self-help, peer support, advocacy and public education services and university based research
- Other key services systems and their role in creating and/or solving the problems of people with mental illness
- Social issues complicating the lives of people with mental illness
- The role of the social worker on the mental health team
- The role of the social worker within the criminal justice/correctional system
- Diagnosis and Assessment using the DSM ~~I~~V-~~TR~~

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Graduate Studies

- ~~Common~~ Mental Health practice with ~~issues for~~ adults
- ~~Common Mental Health issues for children and youth~~
-
- ~~The basics of psychopharmacology~~
- Substance abuse treatment
- Concurrent Disorder (mental illness and substance abuse)
- Suicide and suicide risk assessment
- Violence risk assessment
- ~~Child abuse risk assessmen~~Mental health practice with children~~t~~
- ~~Mental health practice with older adults. Elder Abuse~~
- ~~Basic i~~Advanced clinical~~ntervention~~ skills used in work with people with mental illnesses
- Ethics and principles in ~~Mental Health Practice~~mental health practice~~.~~

Assignment #1 - A Personal Experience of Mental Illness (Value: 25%)

Assignment #2 - The Medical Model vs. the Recovery Model: Your Views   (Value: 20%)

Assignment #3 - Mental Health Issue Paper   (Value: 30%)

Assignment #4 - Case Reviews   (Value: 25%)

Ulas, M. and A. Connor (2006). Mental ~~h~~Health ~~p~~Practice and ~~s~~Social ~~w~~Work: Policy, Services and Practice. Vancouver: UBC Press.~~ 2006~~

~~Hienonen, T and A Metteri. Social Work In Health and Mental Health: Issues, Developments and Actions. Canadian Scholars Press, 2005~~
Heinonen, T., & Metteri, A. (2005). Social work in health and mental health : issues, developments, and actions. Toronto : Canadian Scholar's Press.

~~Corcoran, J. and J.M. Walsh. Mental Health in Social Work: Diagnosis and Strengths Based Assessment. Allyn and Bacon, 2007-09-03~~

~~Thyer, BA and J.S. Wodarski. Social Work in Mental Health: An Evidence Based Approach. 2006.~~

~~Pritchard, C. Practicing Mental Health Social Work, Routledge. 2006~~

~~Golightley, M., J. Parker and G. Bradley Social Work and Mental Health. Learning Matters 2nd Ed. 2006~~

Bodor, R. (2009). The future for social work and mental health in rural and northern Canada. Rural Society, *19*(4), 289-292.

Gould, N. (2006). An inclusive approach to knowledge for mental health social work practice and policy. British Journal Of Social Work, 36(1), 109-125.

Nagel, T., Hinton, R., & Griffin, C. (2012). Yarning about Indigenous mental health: Translation of a recovery paradigm to practice. *Advances In Mental Health, 10*(3), 216-223. doi:10.5172/jamh.2012.10.3.216

O'Mahony, J., & Donnelly, T. (2010). A postcolonial feminist perspective inquiry into immigrant women's mental health care experiences. Issues In Mental Health Nursing, 31(7), 440-449. doi:10.3109/01612840903521971

Sealy, P. A. (2012). The impact of the process of deinstitutionalization of mental health services in Canada: An increase in Accessing of Health Professionals for Mental Health Concerns. Social Work In Public Health, *27*(3), 229-237. doi:10.1080/19371911003748786

Stuart, H. (2012). The stigmatization of mental illnesses. Canadian Journal Of Psychiatry. Revue Canadienne De Psychiatrie, 57(8), 455-456.

Tew, J., Ramon, S., Slade, M., Bird, V., Melton, J., & Le Boutillier, C. (2012). Social Factors and Recovery from Mental Health Difficulties: A Review of the Evidence. *British Journal Of Social Work, 42*(3), 443-460.

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Graduate Studies

BC's Mental Health Act in Plain Language, Canadian Mental Health Association: BC Division

Mental Health Survival Kit Canadian Mental Health Association: BC Division

Out of the Shadows At Last: Transforming Mental Health Mental Illness and Addiction Services in Canada. The Kirby Report.

The Romanow Report on Health Care in Canada

A Report on Mental Illness in Canada, Health Canada 2002.

2006 Survey on Canadian Attitudes Towards Physical Health and Mental Health at Work and at Play Canadian Mental Health: National Office.

The Canadian Community Health Survey on Mental health and Wellbeing. Statistics Canada 2003

Depression and Anxiety Among Canadian Women in the Workplace. Wyeth Canada, 2004.

Hospital Mental Health Services in Canada 2002-2003. Canadian Institute of Health.

Discrimination Against People With Mental Illnesses and Their Families: Its Time to Call It What It Is: A Report of the BC Minister of State for Mental Health's Advisory Council, CMHA:BC, 2001.

Szasz, T. The Manufacture of Mental Illness. Dell Publishing Company: New York, 1970.

Magaro, P.A., R. Gripp and D.J. McDowell. The Mental Health Industry: A Cultural Phenomenon. John Wiley and Sons: Toronto. 1978.

American Psychiatric Association The Diagnostic and Statistical Manual IV-TR. 5th Edition. American Psychiatric Association: Washington DC. 2002.

American Psychiatric Association. Case Book for the DSM IV-TR. APA, 2002.

Trainor, J., Pomeroy,E., Pape, B. A Framework For Support: 3rd Edition. Canadian Mental Health Association, Toronto, 2004.

Mental Health and Addictions, Ministry of Health. Every Door is the Right Door: A BC Planning Framework to Address Problematic Substance Use and Addiction. 2004.

Morrow, M. and Chappell, M. Hearing Women's Voices: Mental Health Care for Women. BC Centre of Excellence for Women's Health. 1999.

The Importance of Experience: Children, Youth and Families Comment on Mental Health Services. Canadian Mental Health Association: BC Division, 2000.

Laurence, R. Dark Lives. The Georgia Straight, June 11-18, 1998.

Monahan, J. et al. Mandated Community Treatment: Beyond Outpatient Commitment. Psychiatric Services. Vol. 52, No. 9, September 2001.

Porporino, F.J., Motiuk, L.L. The Prison Careers of Offenders With Mental Disorders. International Journal of Law and Psychiatry. April, 1994.

Stein, L. Assertive Community Treatment of Persons with Severe Mental illness. 1998.

Rosenberg, J. Community Mental Health: Challenges for the 21st Century. Brunner Rouledge, 2006.

Johnson, J.L. Casebook: Mental Health. Allyn and Bacon 2004.

Dosser, D.A., S. McCauman and D. Hendron. Child Mental Health: Exploring Systems of Care in the New Millennium. Haworth Press, 2002.

Wong, D.F.K., Clinical Case Management for People With Mental Illness: A Bio-psychological Vulnerability-Stress Model. Haworth Press Inc. 2006.

Surber, R.W. Clinical Case Management: A Guide to Comprehensive Treatment of Serious Mental Illness. Sage Pub. Inc. 1994.

Graduate Studies

Turner, F.J. Diagnosis in Social Work. Haworth Press 2002.

Halpern, J. and M. Tramonton, M. Disaster Mental Health: Theory and Practice. Wadsworth, 2006.

Tessler, R.C. and G. Gamache. Family Experiences of Mental Illness. Auburn House Pub. Co., 2000.

Lefley, H.P. and D.L. Johnson. Family Intervention in Mental Illness: International Perspectives. Greenwood Pub. Group, 2001.

Burhan, P. From the Mental Patient to the Person. Routledge, 1991

Springer, D.W. and A.R. Roberts. Handbook of Forensic Health: Victims and Offenders: Assessment, Treatment and Research. Springer Pub. Co, 2007.

Rapp-Paglicci, L. Juvenile Offenders and Mental Illness: I Know Why the Caged Bird Sings. U of T Press, 2005.

Rogers, A. and D. Pilgrim. Mental Health and Inequality. Palgrave, 2003.

Vostonis, P. Mental Health Intervention Services for Vulnerable Children and Young People. Jessica Kingsley Pub., 2007.

Helton, L.R. and M.K. Smith. Mental Health Practice with Children and Youth. Haworth Press, 2004.

Crowe, B., J. Secker and P. Seebohm. A New Thinking About Mental health and employment. Radcliffe Medical Press, 2005.

Bentley, K.J. Psychiatric Medication Issues for Social Workers, Counsellors and Psychologists. Haworth Press, 2006.

Bentley, K.J. The Social Worker and Psychotropic Medications: Towards Effective Collaboration with Mental Health. Wadsworth Pub. 3rd Ed., 2005.

Laurance, J. Pure Madness: How Fear Drives the Mental Health System. Routledge,

Blitz, L.V. and M. Pender Greene. Racism and racial Identity: reflections on Urban Practice in Mental Health and Social Services. Haworth Press, 2006.

Landsberg, G., M. Rock and L.K.W. Berg. Serving Mentally Ill Offenders: Challenges and Opportunities for Mental Health. Springer Pub. Co., 2002.

St-Onge, M. Social Work and Global Mental Health: Research and Practice Perspectives. Haworth Press, 2009.

Rapp, C.A. and R.J. Goscha. The Strengths Model: Case Management With People with Psychiatric Disabilities. Oxford University Press, 2006.

Becker, D.R. and R.E. Drake. A Working Life for People With Severe Mental illness. Oxford University Press, 2003. BC's Mental

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☐ YES ☒ NO

* If YES specify how:

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* These sections are subject to change at the discretion of the department and the content will vary.

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UNIVERSITY
OF THE FRASER VALLEY

OFFICIAL COURSE OUTLINE INFORMATION

FACULTY/DEPARTMENT:	**SCHOOL OF SOCIAL WORK**	
SOWK 799	**N/A**	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS
Major Paper/Project		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This is an independent, self-directed study, that entails working under the supervision of a faculty member. The major paper should be related to the student's primary area of interest and should be the result of a project (e.g. program evaluation) or an in-depth critical analysis of a relevant social work issue. The major paper will include an integration of theory and practice. The paper may encompass a variety of modes, including discourse analysis, media analysis, critical review of research, and program evaluation, and should focus on a specific social welfare or social work practice issue. Topics will be negotiated with the supervising faculty member.

PREREQUISITES: **Admission to the MSW program; SOWK 700, 704, 710, 711, 720, and at least one of SOWK 750, 783, or 797.**

COREQUISITES: **None**

TOTAL HOURS PER TERM:　　　　　　　　　MAXIMUM ENROLLMENT: n/a

* STRUCTURE OF HOURS　　　　　　　　　EXPECTED FREQUENCY OF COURSE OFFERINGS:
Lectures:　　　　　　　　　　　　　　　　On a yearly basis
Seminar:
Laboratory:
Field Experience:
Student Directed Learning:
Other (Specify):
　Independent Study

AUTHORIZATION SIGNATURES:

Course Designer(s):　　　　　　　　　　　GPC Chair:

　　　Adrienne S. Chan, MSW, RSW, PhD　　　　　John Hogg

Dean:　　　　　　　　　　　　　　　　　GSC Chair:

　　　Rosetta Khalideen　　　　　　　　　　Yvon Dandurand

GSC Approval in Principle Date:　　　　　　GSC Final Approval Date:　　August 27, 2009

COURSE IMPLEMENTATION DATE:　　　　　　　September 1, 2010
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (4 years after approval):　　　August 1, 2013

Graduate Studies

COURSE OBJECTIVE - The overall purpose / rationale for this course is:

To develop the student's academic skills by writing a major paper that is the conclusion of a research project. The written submission demonstrates the ability to articulate the findings of a program evaluation or needs assessment. The course and major paper are related to the student's major area of interest.

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

- Demonstrate the ability to conceptualize and execute the examination of a specific problem or question related to social work theory and practice;
- Demonstrate an advanced level of knowledge of the chosen subject area;
- Write a cohesive and critical academic paper at an advanced level.

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* METHODS:

This course will be conducted as an independent study. Students are required to meet with the faculty supervisor on a regular basis. Student contact hours will be approximately 45 hours, but students will spend a minimum of an additional 45 hours in conceptualizing and writing their assignments.

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* COURSE CONTENT:

- Identifying the thesis question or problem: Problem statement

- How to address the thesis question or problem: methodology, theoretical frameworks

- Writing the proposal; how to start, getting organized, addressing issues in writing

- Knowledge production

- Answering the thesis question or problem

- Analysis of literature/data

- Writing the major paper

- Submission of draft; writing about implications for theory and practice, revising previous work

- Submission of draft; writing conclusions, revising previous work

- Submission of draft, revising previous work

- Submission of major paper

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* STUDENT EVALUATION:

Evaluation of this course will be done in accordance with UFV regulations. Please refer to:
http://www.ufv.ca/__shared/assets/Guidelines_on_the_Preparation___Supervision19773.pdf

* TEXTBOOKS, REFERENCES, MATERIALS:

Galtthorn, A.A. & Joyner, R.L.,(2005) Writing the winning thesis or dissertation: A step-by-step guide (2nd edition). Thousand Oaks, CA: Sage.

American Psychological Association. (2009). Concise Rules of APA Style, 6th Edition.

* SUPPORT MATERIALS:

Berger, P. & Luckmann, T. (1966). The social construction of reality. New York, NY: Doubleday

Bourdieu, P. (1972) (1977). Outline of a theory of practice. New York, NY: Cambridge University Press.

Caputo, R.K. (2007). Social theory & its relation to social problems: An essay about theory and research with social justice in mind. Journal of Sociology & Social Welfare. (March) Volume XXXIV. Number 1.

Chambon, A., Irving, A. & Epstein, L. (Eds.) (1999). Reading Foucault for social work. New York, NY: Columbia University Press.

Cox, P. & Hardwick, L.(2002). Research and critical theory: Their contribution to social work education and practice. Social Work Education. Volume 21. Number 1.

Fook, J. (2002) Social work: Critical theory and practice. Thousand Oaks, CA: Sage.

Freire, P. (1998). Pedagogy of Freedom: Ethics, democracy and civic courage. Oxford: Rowman & Littlefield Publishers, Inc.

George, P., Coleman, B., & Barnoff, L. (2007). Beyond "providing services". Voices of serve users in structural social work practice in community-based social service agencies. Canadian Social Work Review. Volume 24. Number 1.

Hogdkinson, A. (2006). Conceptions and misconceptions of inclusive education – one year on. A critical analysis of newly qualified teachers' knowledge and understanding of inclusion. Research in Education. Number 76. Pp 43-55.

Ife, J. (1997). Rethinking social work: Towards critical practice. Melbourne: Addison Wesley Longman Australia Pty Limited.

Matsuba, M.K., Elder, G.J. , Franca Petrucci, F., & Marleau, T. (2008).Employment training for at-risk youth: A program evaluation focusing on changes in psychological well-being. Child Youth Care Forum. pp 15-26.

Parton, N. (1996) Social theory, social change and social work. London: Routledge.

Seidman, Steven. 1994. Contested Knowledge. Social Theory in the Postmodern Era. Cambridge, MA: Blackwell.

Sung-chan, P. & Yuen-Tsang. (2008). Bridging the theory-practice gap in social work education: A reflection on action research in China. Social Work Education. Volume 27. Number 1. pp 51-69.

Suarez-Balcazar, Y., & Harper, G. W. (2004). Empowerment and participatory evaluation in community intervention: Multiple benefits. Binghamton, NY: Haworth Press, Inc.

Unrau, Y.A., Gabor, P.A., & Grinnell, R.M. (2007) Evaluation in Social Work. (4th edition). Toronto, ON: Oxford University Press. (available as an E-book)

Weiss, H., & Jacobs, F. (Eds.). (2008). Evaluating family programs: Current issues in theory and policy. Edison, NJ: Aldine Transaction Publishers.

Windsor, R., Noreen, C., Boyd, N. R., Goodman, R. M. (2003). Evaluation of health promotion, health education, and disease prevention programs with PowerWeb Bind-in Passcard (3rd ed.). New York, NY: McGraw-Hill.

About Thesis writing:

Author. (2005). Reflections on how to write and organize a research thesis. Nurse Researcher. Vol 13. No 2. pp 27-39.

Bolker, J. (1998). Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising and Finishing Your Doctoral Thesis. Owl Publishers.

Hunt, C. (2001) Climbing out of the void: moving from chaos to concepts in the presentation of a thesis. Teaching in Higher Education. Volume 6. Number 3. Pp 351-367.

Reitsma-Street, M. (2007). A guide to completing a thesis or project proposal. Victoria, BC: University of Victoria, Faculty of Human and Social Development. Guide available at: www.uvic.ca/spp

Warrington, M. (1997). Reflections on a recently completed PhD. Journal of Geography in Higher Education. Vol.21. No 3. pp 401-410.

On Reserve:

Examples of major papers at the Master's level

Publication Manual of the American Psychological Association. (2009) 6th edition.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☐ YES ☒ NO

<mark>* **If YES specify how:**</mark>

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* These sections are subject to change at the discretion of the department and the content will vary.

Faculty Council Motions/Actions
November 15, 2013

	Motions/Action		Follow Up
	MOTION **Kenneth Gariepy/David Dobson** THAT the agenda of November 15, 2013 be approved as presented. **CARRIED**		
	MOTION Mark Breedveld/David Dobson THAT the minutes of October 18, 2013 be approved as presented. **CARRIED**		
	MOTION Leah Douglas/Gerry Palmer THAT the Professional Studies Faculty Council support the modifications to the December 9, 2011, Terms of Reference for the Structure and Function of the Professional Studies Faculty Council as submitted, including the additional revisions to 5c, 4.1b, 4.2b and 4.1e. **CARRIED**		
	MOTION Frank Ulbrich/Awneet Sivia THAT the Professional Studies Faculty Council approve the November 8, 2013 Faculty Standards Committee, Terms of Reference with the suggested modifications as discussed by Faculty Council on November 15, 2013. **CARRIED** **2 Abstained**		
	ACTION Rosetta to send the School of Business feedback on the Centre of Excellence in Agriculture to the Dean of Faculty of Trades & Technology. **Rosetta Khalideen**		
	MOTION THAT the School of Business minor BBA program change to allow students to take one upper-level Economics course as an elective in place of one upper-level Business elective be approved as submitted. **CARRIED**		
	MOTION THAT the School of Business - Minor course change to BUS 439, Advanced Accounting be approved with BUS 344 being added as a Pre or Corequisite instead of just a Corequisite and the textbook citation be formatted in APA style. **CARRIED**		

ACTION THAT the Early Childhood Education and Child & Youth Care Department – minor course changes to ECE 101, 102, 103, 160, 223, 224, 242, 243, 260, 269, 281, 282, and CYC 202, 260, 360, 390, 423, 425, 496 be brought back to the December 13, 2013 meeting for approval. **Maple Melder Crozier** **ACTION** THAT the Early Childhood Education and Child & Youth Care Department – minor course changes to CYC 267 and 268 be withdrawn at this time. **Laura Chomiak**		
ACTION THAT the Learning Exchange Committee provides a report at the December 13, 2013 meeting outlining the committee's recommendations to its Terms of Reference. **David Dobson and Raymond Leung**		