



**EFFECTIVE: SEPTEMBER, 2008**  
**CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **September, 2008**

B. Department / Program Area: **Faculty of Child, Family and Community Studies**  
*Child and Youth Care – Aboriginal Stream* Revision  New Course

If Revision, Section(s) Revised:  
 Date of Previous Revision:  
 Date of Current Revision:

C: **CYCC 1142** D: **Introduction to Aboriginal Child and Youth Care Practice** E: **3.0**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: <b>This course provides an introduction to Aboriginal child and youth care practice. Students will gain an understanding of the history of colonization and the impact of residential schools on Aboriginal peoples and the implications of this for their work. Students will observe and discuss child and youth care practice and develop observation and assessment skills in an Aboriginal context. Students will also explore values and ethics in relationship to working with and for Aboriginal families and communities.</b>		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture</b>  Number of Contact Hours: (per semester for each descriptor)  <b>60 hours</b>  Number of Weeks per Semester:  <b>Flexible delivery ranging from 2 to 15 weeks</b>	H: Course Prerequisites: <b>Enrolment in CYCC Program - Aboriginal Stream or permission of Coordinator</b>	
	I: Course Corequisites:  <b>None</b>	
	J: Course for which this Course is a Prerequisite  <b>CYCC 1240</b>	
	K: Maximum Class Size:  <b>24</b>	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )		

M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe a range of perspectives on the meaning of ‘caring for children and youth’ within the field of Aboriginal child and youth care and in child and youth care in general</li> <li>2. Identify formal and informal networks, programs and sites that constitute a personal community of reference for professional practice</li> <li>3. Identify, observe and report on the various roles of child and youth care practice in a range of Aboriginal settings</li> <li>4. Describe and record human behaviours and interactions verbally and in writing using the skills of observation, recording, interpreting and reporting</li> <li>5. Discuss situations from multiple perspectives: community, family, child, parents, siblings, relatives, workers, community agencies, etc.</li> <li>6. Discuss introductory cultural, legal and ethical issues involved in Aboriginal child and youth care practice</li> <li>7. Demonstrate awareness of and the impact of personal and cultural experiences on one’s own practice</li> <li>8. Demonstrate awareness of personal values and filters, preconceptions and biases (through written and oral work)</li> <li>9. Demonstrate and ability to link events to context when observing, recording and interpreting</li> <li>10. Develop plans to address the needs of children, youth, families and/or communities.</li> </ol>
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> <li>• Aboriginal child and youth care practitioners support children, youth, families and communities in culturally appropriate ways</li> <li>• The history and legacy of colonization of Aboriginal peoples has significant implications in the lives of Aboriginal children, families and communities</li> <li>• Effective Aboriginal child and youth care practice is grounded in Aboriginal ways and teachings</li> <li>• Learning from elders, other practitioners and community members provides insight into roles, responsibilities and context for practice</li> <li>• Effective observers have clear focus, purpose and intention. They conduct themselves in a legal, culturally respectful and ethical manner</li> <li>• The ways in which observations are recorded and reported influences how the information is used. Cultural awareness, self awareness, contextual factors, choice of language and openness to reflection, review and revision need careful attention</li> <li>• Observation of and reflection on self are integral to effective Aboriginal child and youth care practice and on-going personal and professional development.</li> </ul>
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Guest Speakers</li> <li>• Field Trips</li> <li>• Films</li> </ul>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>TBA</b></p>
Q:	<p>Means of Assessment: This is a Mastery/Non-mastery course and will conform to Douglas College policies regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> <li>• Collaborative learning</li> <li>• Student Journals</li> <li>• Field Observation and Research</li> <li>• Group Projects and Presentation</li> <li>• Written Reports</li> </ul>

- **Participation**
- **Attendance**

R: **Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.**

**This course will be open for PLAR effective September, 2009.**

\_\_\_\_\_  
Course Designer(s):  
Artemis Fire and Rita Chudnovsky

\_\_\_\_\_  
Education Council / Curriculum Committee Representative

\_\_\_\_\_  
Dean: Jan K.Carrie

\_\_\_\_\_  
Registrar