



**Douglas
College**

CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **01 September 2003**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
CYCC; CCSD; CSSW; ECE;
INTR** Revision: New Course

If Revision, Section(s) Revised: **G, H**

Date of Previous Revision: **11 February 1997**

Date of Current Revision: **08 August 2002**

C: **CFCS 410** D: **Advanced Issues: Reflection and Integration** E: **3**

Subject & Course No.	Description Title	Semester	Credits
B. Calendar Description:			
This course examines the role of the community worker within the community. Students will explore the role of the community worker in the expression of their personal model of professional practice and advocacy in the expression of their personal model of professional practice.			
C. Allocation of Contact Hours to Type of Instruction		H. Course Prerequisites:	
Learning Settings			
Primary Methods of Instructional Delivery and/or Learning Settings:			
Lecture	60 hours	CFCS 110 and ECED 282 or CCSD 240 or CYCC 221 or CSSW 240 or permission of program coordinator	
I. Course Corequisites:			
Number of Contact Hours: (per semester for each descriptor)			
60 hours	INTR 340 or INTR 440		
J. Course for which this Course is a Prerequisite:			
N/A			
K. Maximum Class Size:			
Flexible delivery ranging over 2 to 15 weeks			

PLEASE INDICATE: Part of block transfer for diploma graduates to UBC, UCF, UMG, UCPV, University of Calgary, University College of Malaspina, University of Athabasca

Non-Credit

College Credit Transfer:
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M. Common Objective / Learning Outcomes

Apply critical thinking skills and ethical decision making approaches to personal or professional experiences.

1. Analyzes an ethical situation objectively

- Discusses critical thinking and ethical decision making processes used to explore/resolve the issue
- Articulates own learning from the process
- Self-assesses learning from the decision-making process including analyzing the pros/cons of the eventual solution in terms of the effectiveness or lack of effectiveness of the critical thinking and ethical approaches utilized

2. Investigate through personal contact with different individuals, groups or organizations,

perspectives on social justice or related professional issues.

- Works with a group or team to coordinate information gathering
- Describes accurately and clearly the issue to others
- Gathers information from others

Summarizes learning from contacts made while exploring perspectives and solutions (or

and situations and solutions suggested by each person or group)

- Describes the relevance of this issue to future field of practice

3. Formulate an oral address that analyzes current investigations

- Works effectively as a member of a group
- Gathers from relevant sources information about the meaning of social issues, as well as, perspectives on possible solutions
- Organizes material according to perspective requested for clarity

1. Give a case of someone to critically think about own perspective

2. Present a justification as part of a team communication and in a work place situation

Recognition and appreciation of diversity is fundamental for the development of a strong

the community is strengthened by the gifts, talents and abilities of all of its citizens.

2. Cooperation and collaboration provide a firm base for personal and social change.

People who receive commitment and respect show in their personal lives, at the job and in the

community maintain their commitment, respect and loyalty.

4. Believing in personal power and understanding its source is the basis of change.

5. Practitioners who actively keep abreast of, reflect on, and apply trends in their field of practice and who can articulate and apply a personalized model of professional practice are able to sustain and renew themselves in their work.

O: Methods of Instruction

- Lecture
- Group Work
- Student Presentations

- Guest Speakers
- Audio—visual Presentations

T.B.A.

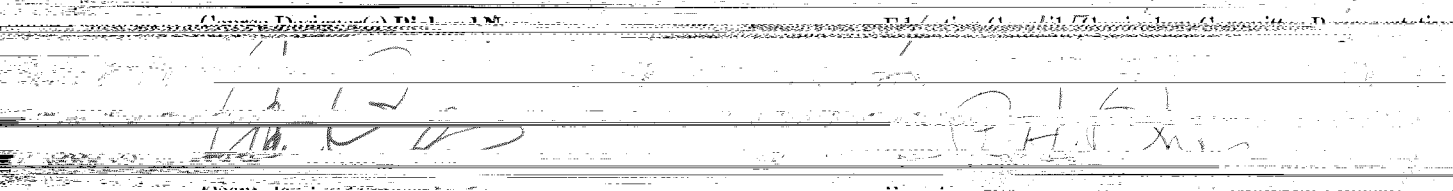
Means of Assessment: The means of assessment at Douglas College will be the weighting of evaluations.

- Written Research Paper
- Group Presentations
- Self and Peer Assessment
- Classroom Activity Participation
- Other

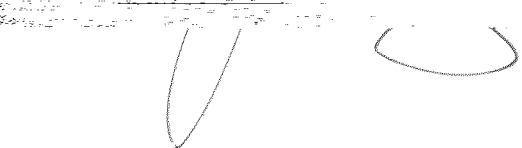
THIS COURSE IS NOT AVAILABLE FOR PLAK.

CPCS faculty require this as one of several courses where all students demonstrate diploma exit level

skills, knowledge and attitudes.



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