

Area of Interest: Community and Social Services

## Bachelor of Child and Youth Care (Honours)

Honours Degree

Program Code: 6607X01FWO

4 Years

Ottawa Campus

### Our Program

#### Strengthen the health and development of young people, families and communities

The Bachelor of Child and Youth Care (Honours) program prepares you for a career in either front-line and/or supervisory roles contributing to the care, welfare and positive health and development of children, youth, families and communities. Societal factors are shifting the way people relate to one another, with interconnection between people becoming complex and challenging, resulting in a significant increase in mental health and behaviour challenges among children and youth. There is a high demand for professionals with the skillsets necessary to provide support, care and advocacy for children, youth and their families who have identified needs. Through theoretical and experiential learning including multiple field placements, you learn to develop prevention and intervention strategies for mental health and behaviour challenges and to facilitate change for individuals and systems, while strengthening communities.

As a student in this program, you develop a strength-based anti-oppressive relational practice. You focus on creative prevention and intervention strategies for diverse children, youth, families and communities. Specialized skills in nature-based programming, social innovation and entrepreneurship allows you to be at the forefront of work with young people and communities. Through group projects, you prepare to work in interdisciplinary teams to meet the needs of children and families. You learn to generate and disseminate knowledge to others and identify opportunities to improve services and the two field placements and full work-term (unpaid or paid) enable you to apply your learning in a variety of organizational settings. As part of the coursework, you earn industry certifications, including Therapeutic Crisis Intervention (TCI) and Applied Suicide Intervention Skills Training (ASIST). Through this program, you develop the advocacy skills to amplify the voices of individuals and systems.

#### SUCCESS FACTORS

This program is well-suited for students who:

- Are able to cope with stress, challenges and crises.
- Are committed to understanding, working with and facilitating positive change in the lives of children, youth, families and the community.
- Have an appreciation for the importance of conducting and using research.
- Are willing to work as a member of interprofessional teams.
- Have strong observation and analytical skills.
- Have strong oral and written language skills.
- Are open-minded, recognize the value of diversity and respect and accept the uniqueness in others.
- Have a willingness to spend time in outdoor environments.

#### Employment

There is a wide variety of work opportunities for you after graduation. As a Child and Youth Care practitioner, you may find employment in:

- residential care
- hospital; community health centre; mental health treatment centre
- shelters and street outreach
- schools
- youth justice programs
- community-based services
- child welfare
- self-employment
- nature and outdoor programming

## Learning Outcomes

The graduate has reliably demonstrated the ability to:

- Develop, maintain and assess relationships with children, youth and their families, applying principles of relational practice through and anti-oppressive, trauma-informed lens, respecting their unique lifespace.
- Assess and respond to the strengths and developmental and holistic needs of children, youth, families and communities, using methods grounded in theoretical frameworks, research and therapeutic practices, to ensure holistic care and reduce systemic barriers.
- Analyze, create, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and advanced programming to promote resiliency and to enhance development in children, youth, families and community.
- Develop and integrate equitable and inclusive practice methods that are anti-colonial, anti-oppressive, anti-racist, and strength-based to create positive and sustainable solutions for marginalized children, youth, families and communities.
- Advocate for, and in solidarity with, children, youth and their families at the organizational, institutional and policy levels.
- Develop communication, teamwork and organizational systems to engage with the interprofessional team and community partners to enhance the quality of service in child and youth care practice.
- Analyze and synthesize community strengths, assets and resources as well as systemic causes of community problems from a variety of theoretical perspectives to guide community development.
- Design and deliver needs assessments, action plans and intervention strategies to implement and evaluate community-based projects.
- Coordinate, implement, manage and synthesize cost-effective services through the assessment and analysis of data on organizational structures and behaviours.
- Use methods of inquiry to design and carryout applied research activity, prioritizing Indigenous research ethics and methodologies and considering various means of knowledge dissemination appropriate for community partners.
- Use evidence-based research, professional development resources and supervision models to support self-awareness, reflection, personal wellness, professional growth and lifelong learning.
- Develop entrepreneurship and organizational planning skills to generate ideas and service delivery models to meet the needs of children, youth, families and communities.
- Evaluate relevant legislation and Child and Youth Care standards of practice, competencies,

- Evaluate relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as they relate to social justice and political issues regarding child and youth care at local, national and global levels.
- Apply theoretical approaches that embrace Indigenous knowledges, ontologies and epistemologies to child welfare, education, justice, and community services.
- Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

## Program of Study

Level: 01	Courses	Hours
ENL1100	Communications and Academic Writing	42.0
FAM1300	Zaagi'Idiwin	56.0
FAM2000	Introduction to Child and Youth Care	42.0
FAM2001	Anti-Oppressive Practice and Diversity in Child and Youth Care	42.0
FAM2002	Nature-Based Programming	56.0
PSY2100	Introductory Psychology	42.0
Level: 02	Courses	Hours
FAM2003	Children and Youth with Exceptionalities	42.0
FAM2004	Child and Adolescent Development	56.0
FAM2005	Child Abuse and Protection	42.0
FAM2006	Fundamental Counseling Skills	42.0
FAM2007	Preparing for Practice: Professional Child and Youth Care	28.0
PHI1000	Logic and Critical Thinking	56.0
Level: 03	Courses	Hours
FAM2008	Therapeutic Activities and Programming	56.0
FAM2011	Trauma, Attachment and Resiliency	42.0
FAM2013	Working with Families	42.0
FLD2012	Field Placement 1	210.0
Elective: choose 1 Courses		Hours
BIO2200	Botany	56.0
ENL2025	Interpersonal Communication	42.0
FLS3101	French as a Second Language-Beginner 1	42.0
FLS3102	French as a Second Language-Beginner 2	42.0
GED2300	Indigenous Self-Representation in Contemporary Canadian Culture	42.0

GEO2300	Principles of Urban Planning	56.0
LAN3101	Spanish-Beginner 1	42.0
LAN3102	Spanish-Beginner 2	42.0
LAW2014	Law	42.0
PHI2000	Introduction to Research	42.0
PHI2002	Ethical Decision Making	42.0
PSI2000	Navigating Canada's Political Landscape	56.0
QUA2000	Statistics	42.0
SCI2000	Environmental Science	42.0
SOC2000	Introduction to Sociology	56.0
SOC2001	Anti-Racism: Theory and Practice	42.0
<b>Level: 04</b>	<b>Courses</b>	<b>Hours</b>
FAM2009	Creative Interventions for Children and Youth	42.0
FAM2012	Substance Use and Misuse	42.0
FAM2014	Applied Counseling Skills	42.0
FAM2015	Mental Health Prevention and Intervention	42.0
FLD2016	Field Placement 2	210.0
<b>Elective: choose 1 Courses</b>		<b>Hours</b>
BIO2200	Botany	56.0
ENL2025	Interpersonal Communication	42.0
FLS3101	French as a Second Language-Beginner 1	42.0
FLS3102	French as a Second Language-Beginner 2	42.0
GED2300	Indigenous Self-Representation in Contemporary Canadian Culture	42.0
GEO2300	Principles of Urban Planning	56.0
LAN3101	Spanish-Beginner 1	42.0
LAN3102	Spanish-Beginner 2	42.0
LAW2014	Law	42.0
PHI2000	Introduction to Research	42.0
PHI2002	Ethical Decision Making	42.0
PSI2000	Navigating Canada's Political Landscape	56.0
QUA2000	Statistics	42.0
SCI2000	Environmental Science	42.0

SOC2000	Introduction to Sociology	56.0
SOC2001	Anti-Racism: Theory and Practice	42.0
<b>Level: 05</b>	<b>Courses</b>	<b>Hours</b>
FAM3001	Crisis and Suicide Intervention	56.0
FAM3002	Policies and Legislation	42.0
FAM3003	Program Development	42.0
FAM3004	Group Programming Facilitation	42.0
PHI2004	Foundations of Social Science Research: Principles, Methods, and Actions	42.0
<b>Level: 06</b>	<b>Courses</b>	<b>Hours</b>
FAM3005	Community Development	42.0
FAM3006	Outdoor Programming Skills	56.0
FAM3007	IntERProfessional Practice	42.0
FAM3008	Advocacy in Child and Youth Care	42.0
FAM3009	Program Evaluation	42.0
QUA2001	Statistics for the Social Sciences	42.0
<b>Level: 07</b>	<b>Courses</b>	<b>Hours</b>
WKT3010	Child and Youth Care Work Term	420.0
<b>Level: 08</b>	<b>Courses</b>	<b>Hours</b>
FAM3000	Online Relational Child and Youth Care Practice	42.0
FAM4000	Art-Based Change	42.0
FAM4001	Assessment Theory and Case Planning	42.0
FAM4002	Anti-Oppressive Family Interventions	42.0
FAM4004	Applied Research Proposal Development	70.0
<b>Level: 09</b>	<b>Courses</b>	<b>Hours</b>
FAM4005	Organizational Leadership and Supervision	42.0
FAM4006	Knowledge Mobilization	42.0
FAM4104	Applied Research Project	84.0
MGT4004	Social Innovation and Entrepreneurship	42.0
<b>Elective: choose 2 Courses</b>		<b>Hours</b>
CUL4000	Global Citizenship	42.0
ENL4016	World Literature	42.0
ENL4100	Creative Writing	42.0

ENL4200	New Worlds and Alternative Realities: Speculative Fiction	42.0
ENL4300	The Brave New Worlds of Dystopian Fiction	45.0
PHI4000	Philosophy and Popular Culture	42.0
PHI4002	The Philosophy of Drugs	42.0
PHI4003	The Philosophy of Love and Sex	42.0
PHI4004	Technology, Society and the Environment	42.0
PHI4100	Survival in the Information Age: Risk and the Media	42.0
PHY4000	Black Holes, Big Bangs and the Cosmos	42.0
SOC4000	Criminology	42.0
SOC4001	Global Perspectives	42.0

## Fees for the 2024/2025 Academic Year

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at <http://www.algonquincollege.com/fee-estimator>

Further information on fees can be found by visiting the Registrar's Office website at <http://www.algonquincollege.com/ro>

Fees are subject to change.

Additional program related expenses include:

Supplies and textbooks cost approximately \$1,600.00 in the first year, \$1,315.00 in the second year and \$800.00 in the third and fourth years.

Additional expenses related to field placement requirements are the responsibility of the student: ParaMed clearance, police records check, health immunizations and first aid. The ParaMed documentation clearance fee is approximately \$65 and is set by ParaMed, a third-party provider. Industry certifications for therapeutic crisis intervention and Applied Suicide Intervention Skills Training (ASIST) are embedded in the Crisis and Suicide Intervention course and associated costs are included in the program cost.

## Admission Requirements for the 2025/2026 Academic Year

### College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent
- Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enroll. Mature students applying for Degree programs satisfy College Eligibility by having demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of at least one full-time term at the post-secondary level (minimum five courses taken in an academic program of study).

### Program Eligibility

- Six Grade 12 University (U) or university/college (M) courses with a minimum 65% average including:
- One Grade 12 U English course, with a minimum of 65%

- Please note that mature students must meet the following subject-specific Program Eligibility requirements, either directly or through equivalencies:

## Application Information

### **BACHELOR OF CHILD AND YOUTH CARE (HONOURS)** **Program Code 6607X01FWO**

Applications to full-time day programs must be submitted with official transcripts showing completion of the academic admission requirements through:

ontariocolleges.ca  
60 Corporate Court  
Guelph, Ontario  
N1G 5J3  
1-888-892-2228

Students currently enrolled in an Ontario secondary school should notify their Guidance Office prior to their online application at <http://www.ontariocolleges.ca/>

Applications for Fall Term and Winter Term admission received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as places are available.

International applicants please visit this link for application process information:  
<https://algonquincollege.force.com/myACint>

For further information on the admissions process, contact:

Registrar's Office Algonquin College  
1385 Woodroffe Ave  
Ottawa, ON K2G 1V8  
Telephone: 613-727-0002  
Toll-free: 1-800-565-4723  
TTY: 613-727-7766  
Fax: 613-727-7632  
Contact: <https://www.algonquincollege.com/ro>

## Additional Information

Algonquin College has been granted consent by the Minister of Colleges and Universities to offer this applied degree for a seven-year term starting May 23, 2024. The College shall ensure that all students admitted to the above-named program during the period of consent have the opportunity to complete the program within a reasonable timeframe.

### **Health Requirements:**

The physical and emotional health of each applicant to the program must be such that he or she can successfully cope with the program of instruction including the demands of field placement. If you have any physical or emotional limitations that may impact your studies, you should contact the Program Coordinator prior to submitting an application.

### **Police Records Check Documentation:**

Students must provide the College with a current Police Records Check for Service with the Vulnerable Sector (PRCSVS) prior to field placement and students are responsible for any associated costs. If this documentation is not submitted by the deadline identified by the department, students may not be placed in field practice and progression through the program may be delayed. If you cannot complete field placements, you will not be able to graduate.

### **Field Placement and Work Term Eligibility:**

To be eligible for placement, you must submit proof of Standard First Aid certification, CPR level C, PRCSVS, and complete immunizations through ParaMed. ParaMed services are the third party provider who collects all field placement documentation for the Community Studies department.

### **If you are an International Student:**

International students require a work permit issued by Citizenship and Immigration Canada (CIC) to authorize the student in completing the essential work component in the field placement courses

and work term in the 4-year BCYC degree. This permit should be obtained as soon as possible. At the port of entry to Canada, students should let the customs officer know that they need the work permit and should include a letter issued by the International Admissions office to add support to the request.

## Course Descriptions

### BIO2200 Botany

Biologists with an interest in plant life may choose to specialize in botany. Beginning with the organic features of life, focusing on plants, students investigate the diversity of plant life and the basis for distinction amongst various species. With a deeper knowledge of plant structures and variability, students consider the impact of plants in the modern world, including human interactions such as food production, building materials and medicine.

Prerequisite(s): none  
Corerequisite(s):none

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Prerequisite(s): none  
Corerequisite(s):none

### CUL4000 Global Citizenship

Informed citizens in today's world appreciate the meaning of civic life at the local, national and global level. Students reflect on and develop a personal awareness of the meaning of freedoms, rights and obligations in a diverse global community and consider the political, social and economic drivers that influence patterns of human behaviour and the health of the planet. Based on general principles of global citizenship, students look beyond national borders to assess personal responsibilities related to the health and well-being of the planet and inhabitants. Students critically evaluate information related to environmental and social health, equipped with attitudes and behaviours that foster global environmental and social responsibility.

Prerequisite(s): ENL1100 and PHI1000  
Corerequisite(s):none

### ENL1100 Communications and Academic Writing

Effective communication is an integral component of success in the workplace and in lifelong learning. Students review communication theory and its connection to expository writing. Frequent writing exercises encourage the development of content that is coherent, well organized and correct. Students consider and use strategies to generate ideas, to collect and organize information, to acknowledge sources, to identify and develop a thesis and to adapt format, style and tone for different purposes and audiences.

Prerequisite(s): none  
Corerequisite(s):none

### ENL2025 Interpersonal Communication

Effectively communicating with others, both professionally and personally, is an art that requires conscious development. Students address the techniques related to interpersonal communication challenges in the diverse workplace. Focus is on communication barriers, verbal and non-verbal communication, listening, team work, and relational dynamics. Through role play, analysis, and case studies, students engage in simulated and authentic interpersonal communication situations.

Prerequisite(s): ENL1100



Corerequisite(s):none

### **ENL2025 Interpersonal Communication**

Effectively communicating with others, both professionally and personally, is an art that requires conscious development. Students address the techniques related to interpersonal communication challenges in the diverse workplace. Focus is on communication barriers, verbal and non-verbal communication, listening, team work, and relational dynamics. Through role play, analysis, and case studies, students engage in simulated and authentic interpersonal communication situations.

Prerequisite(s): ENL1100

Corerequisite(s):none

### **ENL4016 World Literature**

Exposure to broad sources of literature promotes an open-minded perspective on today's global society and encourages an appreciation of diversity and human differences. In World Literature, students explore key literary works from around the world and examine the socio-historical and cultural contexts in which authors wrote and set these texts. Students learn to identify common themes and apply literary and cultural theory to these works towards expanding critical thinking skills and developing an analytical vocabulary. Through seminar presentations, group discussions, debates, journaling, and creative writing, students grapple with literary representations of social, political, and cultural issues from around the world, gaining an appreciation of what it means to be responsible global citizens and possess the ability to listen to, question, and value diverse perspectives.

Prerequisite(s): ENL1100

Corerequisite(s):none

### **ENL4100 Creative Writing**

Whether for personal or public consumption, many people enjoy writing short fiction to express their creative energy while improving upon their overall writing abilities. Working with professional short stories as models, students examine the stylistic components that contribute to the excitement, atmosphere, and overall readability of short fiction. Students share their work and provide formal feedback on the work of others.

Prerequisite(s): ENL1100

Corerequisite(s):none

### **ENL4200 New Worlds and Alternative Realities: Speculative Fiction**

Speculative fiction gathers together all those works of fiction in which new worlds or alternative realities are envisioned. Within this category of prose, students have the opportunity to explore the various sub-genres that present readers with new ways of thinking about some of the issues that face society. Students also develop skills in critical analysis using a variety of approaches and methodologies from literary studies.

Prerequisite(s): none

Corerequisite(s):none

### **ENL4300 The Brave New Worlds of Dystopian Fiction**

Over the last century, dystopian fiction has become a remarkably popular genre in literature and film, particularly among young adults. Dystopian fiction often features oppressive totalitarian regimes, political dissent, environmental degradation and technological manipulation. In order to understand what a dystopia is, one must first understand what it is not. Through the study of representative works of literature and film, students examine the relationship between dystopic and utopic societies, and discover how dystopian fiction often functions as a creative outlet for authors and filmmakers to express the social, political, cultural, and technological anxieties of contemporary society. Students reflect on issues in the world around them, and develop an appreciation for how these concerns are mirrored in dystopian fiction.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM1300 Zaagi'Idiwin**

Zaagi'idiwin translates to "mutual love" and is a concept included in the Anishinaabe seven grandfather teachings. These teachings involve principles which speak to many aspects that inform Indigenous worldviews, ways of knowing and being. Students examine the ways upon which mutual love can exist outside of traditional western-based paradigms notions of "best intentions", and "standards of care". Through group discussion and self-reflection, students explore relationship building through Indigenous worldviews and through child and youth care frameworks. The concept of Zaagi'idiwin involves an understanding of the love Indigenous peoples have for the earth, the land, their dodems, and their relations. It requires a level of knowledge that extends to the past, present and looks towards the love that will extend to future generations.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2000 Introduction to Child and Youth Care**

Child and Youth Care practitioners provide therapeutic intervention to children, youth and families in their lifespace. Students review the history and are introduced to the foundational concepts, theories and practice modalities of Child and Youth Care across a range of practice settings. Through discussion, case studies, videos, self-reflection exercises and guest speakers, students are oriented to the Child and Youth Care field.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2001 Anti-Oppressive Practice and Diversity in Child and Youth Care**

Changing, complex social dynamics contribute to issues of disparity and disproportionality among children and youth in Canadian society. Child and Youth Care practitioners develop an understanding of the intersectionality of identities and lived experience and how these affect a person's interaction with service providers. Students examine historical and contemporary issues of oppression within the Canadian context. Students develop language and skills required to understand their role in supporting young people and communities through anti-oppressive, relational practice.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2002 Nature-Based Programming**

In a technologically connected society, children and youth need intentionally created opportunities to play and experience being in nature. Students participate in a multi-night camping trip. Through this trip, students develop basic skills in camping, teamwork and safety procedures and experience therapeutic recreational activities. Students develop self-awareness through reflection, developing comfort in participating and leading young people in outdoor adventures.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2003 Children and Youth with Exceptionalities**

Understanding various exceptionalities and their impacts on children, youth and families is a critical skill for Child and Youth Care practitioners in order to provide effective support. Students examine the prevalence, etiology and symptomology of a variety of exceptionalities with an emphasis on those commonly diagnosed in childhood and early adolescence. Through discussions, case studies and simulation-based learning, students explore advocacy and evidence-based interventions to assess and respond to the strengths and needs of children and youth with an emphasis on interventions that promote relational practice, reduce stigma and increase inclusivity.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2004 Child and Adolescent Development**

Knowledge of child and adolescent development helps guide practitioners in their supportive and professional work with children, youth and their families. Students examine the development trajectories of children and adolescents from infancy to 19 years of age. Emphasis is on theoretical principles underlying physical, cognitive, emotional, linguistic, moral, and social domains of development. Particular attention to known interactions between maturational processes and environmental factors. Utilizing a Child and Youth Care perspective, students work collaboratively to identify pertinent issues affecting child and adolescent development as well as explore prevention and intervention methods for such issues.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2005 Child Abuse and Protection**

Childhood abuse and neglect can be lived experiences of many children serviced by Child and Youth Care practitioners. Legislation and regulation mandate professional responsibility to report suspected child abuse. Through lectures, case studies and simulations students assess risk factors, investigate protection strategies and examine various interventions related to child abuse and protection. Students take an in-depth look at child abuse, its causes and impacts. Students develop a basic understanding of child protection legislation and duty to report responsibilities. Using a trauma-informed lens, research and reflective practice, students develop the skill to identify and report the various forms of child abuse and use an anti-oppressive framework to cultivate the ability to advocate for the rights of children, youth and their families.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2006 Fundamental Counseling Skills**

Counseling skills are an integral part of communicating, relating to, and working with young people effectively. Students examine key counselling theories, foundational skills, and primary issues related to working directly with children and youth. Through group discussion, reflection activities, case studies, and role-play simulation, students incorporate and apply skills to engage, build trust, and build therapeutic rapport in the context of a safe and inclusive environment for both counselor and young person.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2007 Preparing for Practice: Professional Child and Youth Care**

Child and Youth Care practitioners require foundational skills and competencies to begin their field placement. Students examine the professional roles of the Child and Youth Care practitioner within the community. Topics include professionalism, collaboration, supervision, professional development, and legislation. Students participate in a community of practice by collaborating with peers, practicing observation skills, report writing and creating a portfolio to prepare for field placement.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2008 Therapeutic Activities and Programming**

Prevention and intervention of socio-emotional and behaviour challenges are often delivered to young people through therapeutic activities. Students plan and facilitate activities appropriate for diverse groups of children and youth. Students assess environments and modify activities to ensure the safety of participants. Through a range of experiential, therapeutic programming including physical play, visual and creative arts, drama, and music students explore the role of

participant and facilitator.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2009 Creative Interventions for Children and Youth**

In order to promote positive development in young people, Child and Youth Care practitioners use a variety of evidenced-based interventions. Students develop the knowledge to evaluate, plan and implement interventions that assist young people who are experiencing challenges with their mental health, coping skills, and self-regulation. Using case studies, in-class simulation and role-play, students gain practical experience using intervention skills and developing intervention plans.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2011 Trauma, Attachment and Resiliency**

Understanding how resiliency is impacted by trauma and attachment provides great insight into working with vulnerable young people and families. Students explore trauma, attachment and resiliency, drawing on a variety of frameworks including attachment, clinical and socio-cultural theory. Through current theories and interventions in the field, and the effects on child and impact of trauma. Focus is on the analysis of the responses of professionals to trauma, transference and counter-transference, compassion fatigue, vicarious trauma, secondary trauma and introduction to crisis intervention.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2012 Substance Use and Misuse**

Child and youth care practitioners frequently work with young people experiencing challenges with addictions or the impacts of addiction in families and communities. Students explore biological, psychological, and social theories of addiction, prevention and intervention strategies, and the legal and ethical issues related to working with substance use and misuse. Through case studies, simulations, and projects, students practice prevention and intervention strategies to support youth, families, and communities dealing with the impacts of substance misuse.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2013 Working with Families**

Children and youth live and grow within a complex web of social networks. Child and Youth Care Practitioners analyze, assess and respond, taking into consideration these systemic influences and interactions to deliver effective support and intervention to families with whom they are working. Students acquire skills to engage in therapeutic practice that elicits the lived experience of family members across the variety of systems that shape their lives. Students develop assessment and intervention strategies that incorporate families' strengths, abilities, challenges, and goals to achieve positive outcomes. Students achieve these skills through a combination of class discussion, simulation, case studies and reflective writing of personal experience.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM2014 Applied Counseling Skills**

Application of specific counseling skills and strategies are required to move forward with a treatment assessment and plan that effects positive change for the child and youth. Students examine and practice the counseling approaches and tools of Cognitive Behavioural Therapy and Motivational Interviewing. Students identify and address Stages of Change in the therapeutic process and explore legal and ethical issues related to counseling practice. Through group discussion, reflection activities, case studies, and roleplay, students demonstrate application of

progressive counseling skills, and treatment planning that facilitate change and incorporates appropriate legal and ethical standards of practice.

Prerequisite(s): FAM2006  
Corerequisite(s):none

### **FAM2015 Mental Health Prevention and Intervention**

Understanding mental health and substance use disorders that can develop in childhood and adolescence informs prevention and intervention strategies. Students student mental health theories and current research that inform evidence based practices for prevention and intervention. Students examine the diagnostic criteria for mental health disorders to increase competency and advocacy when supporting youth with a diagnosed mental health disorder. Through discussion, case studies, in-class activities, and simulation-based learning students develop strategies to assess and respond to the strengths and needs of children, youth, and families impacted by mental health disorders.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM3000 Online Relational Child and Youth Care Practice**

Engaging relationally with young people requires expanding the notion of life space to include the online environment. Students explore how cyberspace can be a place for intervention and relationship building with young people and their families. Students explore confidentiality, boundaries, professionalism, ethics, use of technology and online interventions. Through a range of experiential learning including simulations, online role-play, and case studies, students develop the knowledge and skills to engage relationally online with young people.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM3001 Crisis and Suicide Intervention**

One of the most challenging issues in crisis and suicide intervention is being aware of, and successfully intervene with, a young person experiencing crisis and/or suicidal ideation. Students explore the transition from theory to practice with the theoretical component designed to assist students in developing a skill set related to interdisciplinary practice, crisis theory and critical incident debriefing. During the practical component, students engage in experiential learning and earn two certifications using crisis and suicide intervention models. Learning experiences throughout the course include group discussion, lectures, case studies, simulations, and role plays.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM3002 Policies and Legislation**

Child and Youth Care practitioners adhere to legislation, policies, and professional ethics in their work with children, youth, families, and colleagues. Students explore the federal and provincial acts that govern child welfare, youth justice, education, mental health, labour and workplace health and safety. Students identify and apply the appropriate regulations and standards for quality care required in various Child and Youth Care work settings.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM3003 Program Development**

Mental health and behaviour interventions for children and youth are often delivered in a group program format. Students examine key theories of change and the group development process. Students develop a multi-session program based on an area of interest from needs assessment to session outline, including funding and potential outcomes. Through discussion, case studies, and weekly activities students sequentially work through the process of developing a program.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM3004 Group Programming Facilitation**

Psychoeducational and skill development interventions are often delivered to children and youth in a group format. Students examine key theories of group dynamics and group development process. Teams of students develop and facilitate a multi-session group program based on assessment and screening processes that includes programming designed to meet young peoples' strengths and needs. Through experiential learning of planning and facilitating a group program, students work through the process of developing a students work through the process of developing a group intervention from assessment to evaluation.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM3005 Community Development**

Child and Youth Care practitioners work collaboratively with children, youth and families to bring about positive change in development to communities. Theories, history and the context of community development (social determinants of health) and the role of the Child and Youth Care practitioners, as community developers is examined. Students develop skills in designing needs assessments, communicating with community partners, examining macro-perspectives, assessing community strengths and capacities as well as participating in collaborations and community-based interventions. Students acquire an understanding of how social, physical, financial, political, environmental and cultural capital support community development. Major learning experiences include simulation-based learning, group activities and use of community as the classroom.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM3006 Outdoor Programming Skills**

Canadian winters provide unique challenges to outdoor programming for children and youth. Students explore how to overcome seasonal challenges in engaging young people in outdoor activities. Students create and deliver a multi-day winter outdoor program with direct focus on winter recreation. Through community-based learning, program planning, and instruction, students acquire skills in facilitation, decision-making, teamwork and safety management. Building on prior learning, students facilitate outdoor-based programming with young people and develop behaviour management and intervention skills.

Prerequisite(s): FAM2008 and FAM3003 and FAM3004  
Corerequisite(s):none

### **FAM3007 InterProfessional Practice**

The delivery of effective, individual or community-based care requires an interdisciplinary approach. Child and Youth Care practitioners require competencies in interprofessional practice to serve young people and families. Students explore a framework for effective interprofessional care that breaks down barriers between silo-f disciplines and develop skills for effective collaboration in the delivery of service. Students develop skills in communication, teamwork, conflict resolution, advocacy, collaborative problem-solving, and client-centred care. Recognizing the strengths and scope of practice for various professionals, students contribute to respectful, ethical care. Students engage in case studies and simulation based scenarios as part of interprofessional teams.

Prerequisite(s): none  
Corerequisite(s):none

### **FAM3008 Advocacy in Child and Youth Care**

When social institutions are responsible for a child/youth or their family not receiving the services they need, practitioners must be equipped with the skills and knowledge required to address and

resolve these complex issues. Students examine the interrelationship among social institutions, systemic inequities, as well as policy and practice implications in order to identify advocacy targets that may lead to ideals, institutional processes, policies and ethical implications are explored. Case studies, advocacy constructs, in-class discussions, current event analysis, guest speakers, and presentations help to guide students as they develop an advocacy intervention strategy based on a case scenario.

Prerequisite(s): none  
Corerequisite(s): none

### **FAM3009 Program Evaluation**

Program evaluation is an essential component of program quality assurance in support of continuous improvement. Skills to design, develop and evaluate interventions and programs are foundational in equipping students for Child and Youth Care positions that involve both research and evaluation in a range of milieus. Students explore a variety of topics and themes such as research and evaluation, program design, program development, process and outcome evaluation, evaluation methods and tools as well as evaluation plan development. This course aims to achieve the learning goals by immersing Child and Youth care students in core concepts and application of anti-oppressive program evaluation.

Prerequisite(s): none  
Corerequisite(s): none

### **FAM4000 Art-Based Change**

Art is a powerful tool to engage young people and communities, and positive change can occur through the process of participatory art. Students gain a theoretical and experiential foundation for using art as a means of addressing individual and community goals. Students explore art as a means of public dialogue, community capacity building, raising public awareness and advocacy. Various modalities of art are used as educational and communication tools to empower students to realize the opportunity for transformative change through art for individuals and groups.

Prerequisite(s): none  
Corerequisite(s): none

### **FAM4001 Assessment Theory and Case Planning**

Child and Youth Care professionals contribute to an interdisciplinary team approach to case planning and assessment. Assessment and case planning are essential skills which provide a comprehensive picture of a child's or an adolescent's developmental strengths and needs. Students develop assessment and case planning knowledge and skills through case coordination and relational-centred perspective. Using practical tools, students explore different types of assessments and case interventions (functional behavioural, risk, bio-psychosocial, family and culturagram) to advance understanding of case management. Students develop skills applying intake interviewing, documentation reporting, and interprofessional practice for children, youth and their families.

Prerequisite(s): none  
Corerequisite(s): none

### **FAM4002 Anti-Oppressive Family Interventions**

Black, Indigenous, immigrant and refugee populations and their families are disproportionately represented as service users in the field of Child and Youth Care. Students develop the knowledge and skills necessary to deliver culturally and contextually responsive intervention to families of diverse and marginalized populations. The approach to practice is rooted in understanding historical and systematic oppression, issues of power, and the role of culture when working with families. Incorporating elements of anti-oppressive and trauma-informed approaches, students expand upon the knowledge and skills acquired in previous studies and increase competence to work effectively with families of diverse populations.

Prerequisite(s): FAM2013  
Corerequisite(s): none

**FAM4004 Applied Research Proposal Development**

Combining acquired skills and knowledge with individual interest areas, students research relevant issues in child and youth care that benefit from further investigation and/or strategic planning. Students select to complete either a program evaluation with a local organization or an independent major research project. Students who choose to complete a major research project identify a topic for in-depth study. Students design a research question, conduct a literature review, determine the methodology, and prepare a draft ethics application for their study. Students who choose to complete a program evaluation collaborate with a local community organization to design an evaluation for a specific program. Students design the evaluation framework and prepare a draft ethics application for their study.

Prerequisite(s): FAM3009 and PHI2004 and QUA2001  
Corerequisite(s):none

**FAM4005 Organizational Leadership and Supervision**

Organizational leadership is key to effective practice in agencies that serve children, youth and families. Students explore theories of supervision, management, leadership and organizational culture with a focus on practical application in the workplace an congruence with front-line practice. Through discussion, case studies, individual and group activities, and data-driven analysis students develop skills to supervise practitioners and manage programs.

Prerequisite(s): none  
Corerequisite(s):none

**FAM4006 Knowledge Mobilization**

High-quality, evidence-based decisions require more than anecdotal evidence. Strengthening the means for mobilizing and translating knowledge and research in a way that meets stakeholder needs to imperative. Students examine the collaborative nature of knowledge exchange and appropriately communicate information to various audiences. Students build capacity to understand and use lived experience and research-based knowledge to guide treatment decisions, program planning and policy development. Through case scenarios, real-world, and game-based applications, students develop the skills to mobilize and translate knowledge.

Prerequisite(s): none  
Corerequisite(s):none

**FAM4104 Applied Research Project**

The child and youth care field requires individuals with strong analytic and interpretive skills to conduct research and program evaluations. Building on their applied research proposals, students conduct secondary research, design and collect primary data, analyze findings, and prepare a final research or program evaluation report outlining research findings, implications, and recommendations for the future.

Prerequisite(s): FAM4004  
Corerequisite(s):none

**FLD2012 Field Placement 1**

Professional development of a Child and Youth Care practitioner begins with the integration of theory, practice and professional supervision. Through this therapeutic field placement experience, students develop and apply vocational skills and competencies. Students engage in relational practice, explore, implement and evaluate various interventions, facilitate programming, working collaboratively with a team, and assess the inter-relationships between families and community systems of children and youth living in a residential setting. The focus is on developing intentional and reflective practice as a Child and Youth Care practitioner while applying holistic strategies to promote optimal development in young people and their families. Students further integrate their learning through weekly contributions in professional supervision meetings.



Prerequisite(s): FAM2007  
Corerequisite(s):none

### **FLD2016 Field Placement 2**

Professional development of a Child and Youth Care practitioner continues with a integration of theory, practice and professional supervision. Each field placement experience provides unique opportunities to develop and enhance vocational skills and competencies for professional Child and Youth Care practioners. Students select and apply strategies, interventions and programs in a residential setting. Students refine relational practice and engagement skills in more complex situations. Focus is on understanding how systems, Child and Youth Care practitioners, young people and their families work together to promote wellness, resiliency and capacity building.

Prerequisite(s): FLD2012  
Corerequisite(s):none

### **FLS3101 French as a Second Language-Beginner 1**

The French language is an asset when communicating in the workplace. Students with no prior knowledge of French acquire basic forms and structures to interact and communicate in a simple way with French speakers. Class instruction and practice, repeated feedback, and exposure to a variety of language samples support students to gain basic oral expression and comprehension using simple phrases that develop vocabulary, pronunciation, and comprehension. Students begin to appreciate cultural and linguistic differences when French is used in the workplace.

Prerequisite(s): none  
Corerequisite(s):none

### **FLS3101 French as a Second Language-Beginner 1**

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Prerequisite(s): none  
Corerequisite(s):none

### **FLS3102 French as a Second Language-Beginner 2**

The workplace benefits from having professionals with knowledge of the French language. Students with basic knowledge of French gain more control over forms and structures to interact and communicate in a simple way with French speakers. Class instruction and practice, repeated feedback, and exposure to a variety of language samples provide students with opportunities to enhance their basic oral expression and comprehension using simple phrases that further develop vocabulary, pronunciation, and comprehension. Students deepen their knowledge of cultural and linguistic differences of French in the workplace.

Prerequisite(s): none  
Corerequisite(s):none

### **FLS3102 French as a Second Language-Beginner 2**

The workplace benefits from having professionals with knowledge of the French language. Students with basic knowledge of French gain more control over forms and structures to interact and communicate in a simple way with French speakers. Class instruction and practice, repeated feedback, and exposure to a variety of language samples provide students with opportunities to enhance their basic oral expression and comprehension using simple phrases that further develop vocabulary, pronunciation, and comprehension. Students deepen their knowledge of cultural and linguistic differences of French in the workplace.

Prerequisite(s): none  
Corerequisite(s):none

### **GED2300 Indigenous Self-Representation in Contemporary Canadian Culture**

Historically, Indigenous peoples and their cultures have been dramatically misrepresented and stereotyped in Canadian literature, music, visual arts, film, and television as a result of ongoing attempts to colonize, marginalize, romanticize, and assimilate them. Starting with an historical overview of the oppressive act of misrepresenting, appropriating, and stereotyping Indigenous peoples and their cultures in Canada, students explore how contemporary Indigenous artists have responded to these misrepresentations by subverting, critiquing, challenging, and changing the representations of Indigenous peoples and their cultures in their own artistic works. Significant works of contemporary literature, music, visual arts, film, and television created by contemporary Indigenous artists who give voice to their experiences in Canada serve as the basis for critical analysis and creative reflection on the processes of self-representation and cultural reclamation of Indigenous voices and identity in Canada.

Prerequisite(s): none  
Corerequisite(s):none

### **GED2300 Indigenous Self-Representation in Contemporary Canadian Culture**

Historically, Indigenous peoples and their cultures have been dramatically misrepresented and stereotyped in Canadian literature, music, visual arts, film, and television as a result of ongoing attempts to colonize, marginalize, romanticize, and assimilate them. Starting with an historical overview of the oppressive act of misrepresenting, appropriating, and stereotyping Indigenous peoples and their cultures in Canada, students explore how contemporary Indigenous artists have responded to these misrepresentations by subverting, critiquing, challenging, and changing the representations of Indigenous peoples and their cultures in their own artistic works. Significant works of contemporary literature, music, visual arts, film, and television created by contemporary Indigenous artists who give voice to their experiences in Canada serve as the basis for critical analysis and creative reflection on the processes of self-representation and cultural reclamation of Indigenous voices and identity in Canada.

Prerequisite(s): none  
Corerequisite(s):none

### **GEO2300 Principles of Urban Planning**

Increasingly cities and communities are feeling the pressure of expansion, and people from all walks of life feel disconnected from the processes, procedures, and decisions that are affecting everyday life. Students consider urban transformation with a focus on practicing sustainability by exploring innovations in land use, transportation, resource planning and economic development, resulting in employment opportunities, as well as healthy and vibrant cities. Students use local and regional activities as a starting point for developing a knowledge base for future social and community involvement. Research projects and assignments encourage students to identify the gaps between theoretical approaches to urban planning and the practical applications as evidenced in their local surroundings.

Prerequisite(s): none  
Corerequisite(s):none

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Increasingly cities and communities are feeling the pressure of expansion, and people from all walks of life feel disconnected from the processes, procedures, and decisions that are affecting everyday life. Students consider urban transformation with a focus on practicing sustainability by exploring innovations in land use, transportation, resource planning and economic development, resulting in employment opportunities, as well as healthy and vibrant cities. Students use local and regional activities as a starting point for developing a knowledge base for future social and community involvement. Research projects and assignments encourage students to identify the gaps between theoretical approaches to urban planning and the practical applications as evidenced in their local surroundings.

Prerequisite(s): none  
Corerequisite(s):none

### **LAN3101 Spanish-Beginner 1**

The Spanish language is an asset when communicating in the workplace. Students with no prior knowledge of Spanish acquire basic forms and structures to interact and communicate in a simple way with Spanish speakers. Class instruction and practice, repeated feedback, and exposure to a variety of language samples support students to gain basic oral expression and comprehension using simple phrases that develop vocabulary, pronunciation, and comprehension. Students begin to appreciate cultural and linguistic differences when Spanish is used in the workplace.

Prerequisite(s): none  
Corerequisite(s):none

### **LAN3101 Spanish-Beginner 1**

The Spanish language is an asset when communicating in the workplace. Students with no prior knowledge of Spanish acquire basic forms and structures to interact and communicate in a simple way with Spanish speakers. Class instruction and practice, repeated feedback, and exposure to a variety of language samples support students to gain basic oral expression and comprehension using simple phrases that develop vocabulary, pronunciation, and comprehension. Students begin to appreciate cultural and linguistic differences when Spanish is used in the workplace.

Prerequisite(s): none  
Corerequisite(s):none

### **LAN3102 Spanish-Beginner 2**

The workplace benefits from having professionals with knowledge of the Spanish language. Students with basic knowledge of Spanish gain more control over forms and structures to interact and communicate in a simple way with Spanish speakers. Class instruction and practice, repeated feedback, and exposure to a variety of language samples provide students with opportunities to enhance their basic oral expression and comprehension using simple phrases that further develop vocabulary, pronunciation, and comprehension. Students deepen their knowledge of cultural and linguistic differences of Spanish in the workplace.

Prerequisite(s): none  
Corerequisite(s):none

### **LAN3102 Spanish-Beginner 2**

The workplace benefits from having professionals with knowledge of the Spanish language. Students with basic knowledge of Spanish gain more control over forms and structures to interact and communicate in a simple way with Spanish speakers. Class instruction and practice, repeated feedback, and exposure to a variety of language samples provide students with opportunities to enhance their basic oral expression and comprehension using simple phrases that further develop vocabulary, pronunciation, and comprehension. Students deepen their knowledge of cultural and linguistic differences of Spanish in the workplace.

Prerequisite(s): none  
Corerequisite(s):none

### **LAW2014 Law**

The reach of the rule of law extends into our lives on a daily basis. As much as it is present in our lives, very few people are aware of the processes, procedures and theories that guide and underpin the development and maintenance of a functional legal system. With attention to key historical figures and events, students explore the scope, jurisdiction, and key concepts of the sub-disciplines within the field of law. Through an introduction to legal arguments and methodologies, students distinguish between various legal systems and wrestle with the difference between law and justice.

Prerequisite(s): none  
Corerequisite(s):none

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Prerequisite(s): none  
Corerequisite(s):none

### **MGT4004 Social Innovation and Entrepreneurship**

The world of work is changing, and social issues are becoming increasingly complex and localized. Child and Youth Care practitioners have an enduring history of developing and maintaining businesses and various service delivery models to address the evolving needs of youth, families and communities. Students examine concepts and challenges of entrepreneurship, business development and social innovation in a rapidly changing workplace. Fundamentals of sustainable businesses, social innovation, community economic development, intrapreneurship, marketing, fundraising, legal and ethical implications of business development are examined. Through exploring interactive case studies, business constructs, needs assessment tools, and service delivery models, students develop a sustainable business plan, major grant proposal or an innovative intrapreneurship venture grounded in a discipline-specific practice.

Prerequisite(s): none  
Corerequisite(s):none

### **PHI1000 Logic and Critical Thinking**

Logic and critical-thinking skills play an important role in both daily life and ongoing academic studies. As foundational skills, they support both the development and assessment of ideas, concepts and courses of action that are presented on a daily basis. Approaching the subject from both a practical and theoretical perspective, students hone their skills in analysis, argumentation, reasoning and persuasion. A range of topics and thinkers provide material with which students can exercise and apply their skills.

Prerequisite(s): none  
Corerequisite(s):none

### **PHI2000 Introduction to Research**

Academic research requires students to possess a fundamental knowledge of accepted methodologies and practices. An overview of the research process and tools prepares students to engage in scholarly work. Emphasis is on evaluation, selection and documentation of primary and secondary sources, as well as the development of a research project.

Prerequisite(s): ENL1100 and PHI1000  
Corerequisite(s):none

### **PHI2000 Introduction to Research**

Academic research requires students to possess a fundamental knowledge of accepted methodologies and practices. An overview of the research process and tools prepares students to engage in scholarly work. Emphasis is on evaluation, selection and documentation of primary and secondary sources, as well as the development of a research project.

Prerequisite(s): ENL1100 and PHI1000  
Corerequisite(s):none

**PHI2002 Ethical Decision Making**

To avoid potential prosecution, companies and their employees are well-advised to engage in ethical decision-making practices in all business situations. Students examine ethical concepts and principles, compare a variety of ethical decision-making models and utilize these principles and models to make ethically sound decisions in a variety of contexts. Students also design a code of ethics, practice making ethically-based decisions and develop the analytical skills required to recognize, evaluate and resolve ethical dilemmas in the workplace.

Prerequisite(s): PHI1000  
Corerequisite(s):none

**PHI2002 Ethical Decision Making**

To avoid potential prosecution, companies and their employees are well-advised to engage in ethical decision-making practices in all business situations. Students examine ethical concepts and principles, compare a variety of ethical decision-making models and utilize these principles and models to make ethically sound decisions in a variety of contexts. Students also design a code of ethics, practice making ethically-based decisions and develop the analytical skills required to recognize, evaluate and resolve ethical dilemmas in the workplace.

Prerequisite(s): PHI1000  
Corerequisite(s):none

**PHI2004 Foundations of Social Science Research: Principles, Methods, and Actions**

Fundamental understanding of research process, including knowledge of theoretical principles, methods and considerations for conducting well-grounded research, is an essential skill for practitioners in social fields of study. Through lectures, discussions and in-class activities, students explore the basics of empirical research design, research ethics, data collection, data analysis and dissemination of findings. Particular attention focuses on developing strong analytical and interpretive skills essential in the evaluation of research findings. Students work collaboratively to critically analyze a given research project.

Prerequisite(s): none  
Corerequisite(s):none

**PHI4000 Philosophy and Popular Culture**

Many facets of today's popular culture engage, directly or indirectly, with the concerns of a variety of philosophical traditions. Drawing on a number of examples, students explore both the way popular culture permeates and spreads through society and the way it interprets and presents philosophical questions. Students develop skills and techniques for assessing the soundness and validity of thought experiments.

Prerequisite(s): PHI1000  
Corerequisite(s):none

**PHI4002 The Philosophy of Drugs**

Drugs are everywhere: professionals prescribe them to us to make us "better"; we take them recreationally; we give them to our children, pets and other loved ones; we buy them on the streets and in grocery stores. What are "drugs"? Why are some drugs legal and others not? How do drugs get to market? What ethical issues are relevant in a global drug industry? Are current intellectual property regimes appropriate if the goal of drug research is to promote benefits to society? Students critically examine these, and other, questions through the lens of historical and contemporary ethical, philosophical and legal theories and arguments. Students engage in various peer-oriented learning activities throughout the course.

Prerequisite(s): none  
Corerequisite(s):none

**PHI4003 The Philosophy of Love and Sex**

Love and sex are central to the human condition, and have been topics of academic inquiry and controversy throughout history. Various practices surrounding love and sex are celebrated in Western culture, such as monogamy and marriage, while other practices, such as polygamy and pedophilia, are condemned. Why is this? Students critically explore these and other issues surrounding love and sex using examples from popular music, movies and literature, framing those issues with the help of historical and contemporary philosophical theories and arguments. Students engage in various peer-oriented learning activities throughout the course.

Prerequisite(s): none  
Corerequisite(s):none

**PHI4004 Technology, Society and the Environment**

Environmental issues have come to occupy a central place in the marketplace, politics, policy, and society at large. Owing largely to the many environmental consequences that have accompanied industrialization, we humans have been forced to rethink the complex relationship between technology, society and the environment. Students investigate philosophical concepts and theories surrounding technology, society and the environment including: the "naturalness" of technology, sustainability and animal rights. Students critically examine course material by focusing on questions such as: What is nature, and what role do/should humans occupy in it? What do we owe non-human organisms? What do we owe future generations? Students engage in various peer-oriented learning activities throughout the course.

Prerequisite(s): none  
Corerequisite(s):none

**PHI4100 Survival in the Information Age: Risk and the Media**

On an almost daily basis, the media, through its various outlets - television, radio, web sites, RSS, and podcasts - reports on issues that address our wellbeing. Through discussions, readings, and assignments, students enhance their ability to interpret and question information presented by the media by better understanding the inherent risks. Issues like alternative medicine (i.e. vaccinations) and socio-legal issues (i.e. bullying, hacking, surveillance, privacy) provide grounds for students to use principles from the social science as a means to think critically about real and perceived risks in daily life.

Prerequisite(s): PHI1000  
Corerequisite(s):none

**PHY4000 Black Holes, Big Bangs and the Cosmos**

The dynamic and exciting field of Cosmology outlines our current understanding of the Universe from its start, at the so-called Big Bang, through the ensuing 13 plus billion years to the present and beyond. Students learn how to discuss our present understanding of the three phases of the Universe as well as its five part make up, with matter making up only 4% of the whole. Students explain our knowledge of the various phases of evolution of the Cosmos and also the latest theories and experiments that are trying to address our uncertainties. Throughout the course, students evaluate and debate many of today's ideas and concepts revolving around cosmology.

Prerequisite(s): none  
Corerequisite(s):none

**PSI2000 Navigating Canada's Political Landscape**

A developed knowledge of government and politics is key to an effective participation in public life. Drawing on current events, students explore the societal, cultural and constitutional context along with the major political parties and institutions that shape the Canadian political landscape. Students develop skills and techniques that allow them to position politicians, parties, and policies, past and present, on the spectrum of political ideology and Canadian political traditions. Working together and individually, students analyze issues from the perspective of various political approaches.

Prerequisite(s): none  
Corerequisite(s):none

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A developed knowledge of government and politics is key to an effective participation in public life. Drawing on current events, students explore the societal, cultural and constitutional context along with the major political parties and institutions that shape the Canadian political landscape. Students develop skills and techniques that allow them to position politicians, parties, and policies, past and present, on the spectrum of political ideology and Canadian political traditions. Working together and individually, students analyze issues from the perspective of various political approaches.

Prerequisite(s): none  
Corerequisite(s):none

### **PSY2100 Introductory Psychology**

With its applications to behaviour and personality, psychology extends its reach into many aspects of our personal lives. The broad applications of this social science in both an applied and theoretical context are premised on a number of fundamental principles. Students explore historical breakthroughs that define the current boundaries of the discipline and interact with a number of the foundational concepts that resonate throughout daily life and popular culture. Students develop an introductory knowledge in the various schools of thought within the discipline.

Prerequisite(s): none  
Corerequisite(s):none

### **QUA2000 Statistics**

Students explore fundamental statistical concepts and use statistical software to summarize, analyze and present both descriptive and inferential statistics. Topics include central tendency, variation, probability, central limit theorem, sampling, estimation, hypothesis testing and simple regression and correlation. These theoretical concepts are explained through practical examples from various sectors. Students develop the required background for further study related to research.

Prerequisite(s): none  
Corerequisite(s):none

### **QUA2000 Statistics**

Students explore fundamental statistical concepts and use statistical software to summarize, analyze and present both descriptive and inferential statistics. Topics include central tendency, variation, probability, central limit theorem, sampling, estimation, hypothesis testing and simple regression and correlation. These theoretical concepts are explained through practical examples from various sectors. Students develop the required background for further study related to research.

Prerequisite(s): none  
Corerequisite(s):none

### **QUA2001 Statistics for the Social Sciences**

Professionals in the social sciences evaluate quantitative evidence to make decisions. In this course, students explore descriptive and inferential statistics used in social science research. Descriptive statistics are used to describe the data collected. Inferential statistics are used to determine if the data collected represents a population of interest and whether experimental results are significant and meaningful or simply due to chance. Students develop the skills to determine which statistics should be used with particular data types, analyze fundamental statistical problems, and interpret statistical findings. Individually and in groups, students use statistical software to analyze simulated and actual data sets to answer particular research questions and to report on their findings using standard social science tools. Emphasis is on the development of the critical thinking skills needed

to understand and apply statistics for the social sciences.

Prerequisite(s): none  
Corerequisite(s):none

### **SCI2000 Environmental Science**

Environmental science is an interdisciplinary study of how the earth works, human interaction with the earth and how to address the existing environmental problems. Students explore natural capital and the degradation. Students engage in case studies, critical thinking and analysis of alternatives in exploring solutions and trade-offs in trying to address degradation.

Prerequisite(s): ENL1100 and PHI1000  
Corerequisite(s):none

### **SCI2000 Environmental Science**

Environmental science is an interdisciplinary study of how the earth works, human interaction with the earth and how to address the existing environmental problems. Students explore natural capital and the degradation. Students engage in case studies, critical thinking and analysis of alternatives in exploring solutions and trade-offs in trying to address degradation.

Prerequisite(s): ENL1100 and PHI1000  
Corerequisite(s):none

### **SOC2000 Introduction to Sociology**

When working with individuals and groups it is important to understand both the background and influences present. Students develop a familiarity with sociological theories and methodological approaches used to study individual and group behaviours. Students also examine variables that include culture, social class, race, and gender and how these variables may impact work with diverse individuals and groups.

Prerequisite(s): ENL1100  
Corerequisite(s):none

### **SOC2000 Introduction to Sociology**

When working with individuals and groups it is important to understand both the background and influences present. Students develop a familiarity with sociological theories and methodological approaches used to study individual and group behaviours. Students also examine variables that include culture, social class, race, and gender and how these variables may impact work with diverse individuals and groups.

Prerequisite(s): ENL1100  
Corerequisite(s):none

### **SOC2001 Anti-Racism: Theory and Practice**

Anti-racism is the practice of identifying, challenging, and changing the values, structures, and behaviours that perpetuate systemic racism. Students explore concepts of anti-oppressive practice, anti-racist pedagogy, diversity, and inclusion at the personal, societal, and institutional levels. Students develop an understanding of historical and present-day groups and figures that challenge oppressive structures in Canadian society. Through various learning activities and discussion boards, students will develop the necessary knowledge, attitude, and skills to become an authentic ally within society.

Prerequisite(s): none  
Corerequisite(s):none

### **SOC2001 Anti-Racism: Theory and Practice**



Anti-racism is the practice of identifying, challenging, and changing the values, structures, and behaviours that perpetuate systemic racism. Students explore concepts of anti-oppressive practice, anti-racist pedagogy, diversity, and inclusion at the personal, societal, and institutional levels. Students develop an understanding of historical and present-day groups and figures that challenge oppressive structures in Canadian society. Through various learning activities and discussion boards, students will develop the necessary knowledge, attitude, and skills to become an authentic ally within society.

Prerequisite(s): none  
Corerequisite(s):none

### **SOC4000 Criminology**

The interdisciplinary study of social science examining the individual and social aspects of crime is known as criminology. Students work through an introduction to the social science perspective on crime. Presentations, discussions, and assignments allow students to investigate the various theoretical positions related to crime and criminal behaviour. Working forward from the types and definitions of crime, students trace some of the links between government policy and the impacts of these policies on both society and the individual.

Prerequisite(s): SOC2000  
Corerequisite(s):none

### **SOC4001 Global Perspectives**

Sociology, through its exploration of the organization of society and the connections between people and their surroundings, provides new ways of looking at the world. Using fundamental knowledge in the field of sociology, students analyze globalization and its impact on Canadian society. Students take opposing views to debate the opportunities and challenges that come with globalization.

Prerequisite(s): SOC2000  
Corerequisite(s):none

### **WKT3010 Child and Youth Care Work Term**

Professional development of a Child and Youth Care practitioner continues with the integration of theory, practice and professional supervision in a comprehensive work term. This experience provides unique opportunities to further develop and enhance vocational skills and competencies for professional Child and Youth Care practitioners. Students continue to select and apply strategies, interventions and programs in residential, clinical, school, justice or community-based setting. With professional supervision, students continue to refine relational practice and engagement skills in more complex situations, taking an increasingly active role. Focus is on developing an organizational awareness and an understanding of how systems, Child and Youth Care practitioners, young people and their families work together to promote wellness, resiliency and capacity building.

Prerequisite(s): FLD2016  
Corerequisite(s):none