Our Program

Choose a career that betters your community from the inside out.

The two-year Community and Justice Services Ontario College Diploma program provides you with a broad range of skills to support you in joining the community and justice services field.

In this program, you develop an applied understanding of how to work with individuals, groups, and families in a variety of community-based settings. Woven throughout the program is a commitment to human rights, resiliency and restorative practice. Study topics include:

- addictions and harm reduction
- correctional practices
- mental health
- trauma-informed practice
- Indigenous studies
- gender and sexuality studies
- community building practice
- anti-oppressive practice

You also develop skills to support children, youth, and families in both individual and group capacities. These skills include assessment, supportive counselling, group facilitation, case management, advocacy, crisis intervention and supporting community led prevention initiatives. In your final semester, you have the opportunity to participate in a field placement experience in the community and justice field.

Graduates of this program typically find employment working with children, youth, and adults in both community and institutional settings.

SUCCESS FACTORS

Employment

Graduates may find employment in:

- community-based agencies offering programs and support to youth and/or adults who need services related to issues such as mental health, addictions, employment, and housing.
- justice-related agencies offering services to youth and/or adults who are in conflict with the law, or who are at risk of being in conflict
- a variety of residential facilities providing shelter or transitional supportive housing
- services and programs serving and supporting survivors of violence, or
- federal correctional institutions (note that all provincial and federal corrections require newly
Community and Justice Services

- federal correctional institutions (note that all provincial and federal corrections require newly hired officers to take government-mandated training in addition to this diploma).

Learning Outcomes

The graduate has reliably demonstrated the ability to:

- Communicate in a manner consistent with professional ethics and practice, and a respect for self, others, and relevant law, policies and legislation.

- Employ all relevant static and dynamic safety and security techniques to ensure the protection of the public, staff, and clients in institutional, residential, and community settings.

- Intervene with clients, individually and in groups, in order to address and manage barriers to promote inclusion, positive growth and personal development.

- Collect information, observe, monitor, record and assess client behaviour accurately in compliance with legal and organizational requirements.

- Assist in the prevention, management and resolution of conflict, crises, and emergency situations using intervention strategies as prescribed by relevant legislative requirements and industry certification and/or standards.

- Develop and maintain positive working relationships with colleagues, supervisors and community justice stakeholders to maintain a productive, professional and safe working environment.

- Engage in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, community and administration within the context of an interdisciplinary setting.

- Apply knowledge of the history, philosophy, and diverse models of corrective action, of detention, rehabilitation, and reintegration to decision-making and institutional practices.


- Work in a manner consistent with professional ethics demonstrating respect for self, others and relevant legislation, policies and procedures in a multi-disciplinary workplace.

- Assess and respond to the strengths and needs of clients, including complex responses impacted by mental health, addictions and other social factors in order to support and promote positive change.

- Promote inclusive practices within community and justice services to increase understanding within the community and meet the needs of diverse populations.

- 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

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<tr>
<th>Level: 01</th>
<th>Courses</th>
<th>Hours</th>
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<td>COR1914</td>
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<td>COR1919</td>
<td>Intervention Skills I</td>
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<td>COR1928</td>
<td>Introduction to Sociology</td>
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<td>COR1929</td>
<td>Fitness, Leadership and Self-Care</td>
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<td>COR1950</td>
<td>Canadian Justice System and Legislation</td>
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### Community and Justice Services

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<td>COR1801</td>
<td>Ethics and Professional Practice</td>
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<td>COR1802</td>
<td>Working with Children, Youth and Families</td>
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<td>COR1949</td>
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Choose one from equivalencies:

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<td>COR1965</td>
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<td>COR1966</td>
<td>Field Placement Seminar</td>
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### Fees for the 2020/2021 Academic Year

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at [https://www.algonquincollege.com/fee-estimator](https://www.algonquincollege.com/fee-estimator).

Further information on fees can be found by visiting the Registrar’s Office website at [https://www.algonquincollege.com/ro](https://www.algonquincollege.com/ro).

Fees are subject to change.

Additional program related expenses include:

- Expenses: Books and supplies cost approximately $1,500 in first year and $950 in second year. Supplies can be purchased at the campus store. For information about books, go to [https://www.algonquincollege.com/coursematerials](https://www.algonquincollege.com/coursematerials). Students going out of town for field placements may need to account for additional living expenses.

### Admission Requirements for the 2021/2022 Academic Year

#### College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR
- Academic and Career Entrance (ACE) certificate; OR
- General Educational Development (GED) certificate; OR
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of $50 (subject to change) will be charged.

#### Program Eligibility

- English, Grade 12 (ENG4C or equivalent).
Community and Justice Services

• Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).

• IELTS-International English Language Testing Service (Academic) Overall band of 6.0 with a minimum of 5.5 in each band; OR TOEFL-Internet-based (iBT)-overall 80, with a minimum of 20 in each component: Reading 20; Listening 20; Speaking 20; Writing 20.

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

Program-specific Requirements:
Though not an admission requirement, applicants must note the important information listed below regarding program-specific requirements.

Program Progression:
This applies to all students studying on-campus and on-line.

Upon admission to the program, all students must submit current (no older than six months) Criminal Records Checks, and complete the College’s Health Assessment process, which includes ensuring that immunizations are up to date.

Any student studying in any level two courses over the summer will NOT be eligible for field placement until all credits have been successfully completed. This means that students who successfully complete their level two studies by the end of April will be given first consideration during the field placement selection process.

Successful completion of field placement is a requirement for graduation from the Community and Justice Services program. Agencies that provide placement opportunities require you to have a clear Police Records Check for Service with the Vulnerable Sector (PRCSVS). Your acceptance for placement is at the discretion of the agency. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate.

You are required to obtain passing grades in all program courses in order to proceed, and if you fail three or more courses, you will not be allowed to continue in the program.

Field Placement Eligibility:
To be eligible for placement, all third-level students must:

• have completed all of Levels 1, 2 and 3 courses with a minimum grade point average of 2.0.

• submit a Police Records Check (for work with vulnerable populations), a copy of which will be required by the placement agency.

• completion of the Health Assessment process for returning students, which includes ensuring that immunizations are up to date; placement agencies may require a copy of current immunization records as well provide proof of certification in standard First Aid/CPR (which must be valid upon graduation)

Note: Acceptance for placement is at the discretion of appropriate and approved program partner agencies. Also, it is the responsibility of the student to pay for and obtain all program and placement required documents and certifications.

Admission Requirements for 2020/2021 Academic Year

College Eligibility

• Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR

• Academic and Career Entrance (ACE) certificate; OR

• General Educational Development (GED) certificate; OR

• Mature Student status (19 years of age or older and without a high school diploma at the
• Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of $50 (subject to change) will be charged.

Program Eligibility

• English, Grade 12 (ENG4C or equivalent).

• International applicants must provide proof of the subject specific requirements noted above along with proof of either: (IELTS / TOEFL) IELTS-International English Language Testing Service (Academic) Overall band of 6.0 with a minimum of 5.5 in each band; OR TOEFL-Internet-based (iBT)-overall 80, with a minimum of 20 in each component: Reading 20; Listening 20; Speaking 20; Writing 20.

• Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency.

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

Program-specific Requirements:
Though not an admission requirement, applicants must note the important information listed below regarding program-specific requirements.

Program Progression:
This applies to all students studying on-campus and on-line: Upon admission to the program, all students must submit current (no older than six months) Criminal Records Checks, and complete the College’s Health Assessment process, which includes ensuring that immunizations are up to date.

Any student studying in any level two courses over the summer will NOT be eligible for field placement until all credits have been successfully completed. This means that students who successfully complete their level two studies by the end of April will be given first consideration during the field placement selection process.

(Note: A student with a criminal record may still be able to progress in and complete the program, but such a record may impede a student’s ability to be accepted as a field placement student and to participate in course-related tours. A record may also affect a student’s ability to secure employment after graduation.) Program progression (advancement into subsequent semesters) is contingent upon your success in a number of areas, including fulfilling the program-specific requirements.

For online students to transfer on campus for the second year, students must have completed level two by May 1st of the year they intend to transfer. Students who have not completed level two by this date will be required to wait to transfer the next academic year.

You are required to obtain passing grades in all program courses in order to proceed, and if you fail three or more courses, you will not be allowed to continue in the program.

Field Placement Eligibility:
To be eligible for placement, all third-level students must:

• have completed all of Levels 1, 2 and 3 courses with a minimum grade point average of 2.0.

• submit a Police Records Check (for work with vulnerable populations), a copy of which will be required by the placement agency

• completion of the Health Assessment process for returning students, which includes ensuring that immunizations are up to date; placement agencies may require a copy of current immunization records as well.

• provide proof of certification in standard First Aid/CPR (which must be valid upon graduation).

Application Information
COMMUNITY AND JUSTICE SERVICES  
Program Code 0466X01FWO

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  
Email: AskUs@algonquincollege.com

Additional Information

Programs at Algonquin College are Bring Your Own Device (BYOD). To see the BYOD requirements for your program, please visit: https://www7.algonquincollege.com/byod/.

The Community and Justice Services program has numerous articulation agreements with university programs. Students may find further information on degree pathways at https://www.algonquincollege.com/degree-pathways/.

The on-campus Community and Justice Services program only has a Fall start date.

FIELD PLACEMENT / CLINICAL EXPERIENCE:
One twelve-week block field placement in a community and/or justice service agency during the fourth semester of the two year program.

Note: The Community and Justice Services program also has an online delivery through AC Online.

PROGRAM CONTACT NAME
Rebecca Minish, On-Campus Program Coordinator, 613-727-4723, ext.5373 or email: minishr@algonquincollege.com.

Sacha Leduc, On-line Pathway Advisor, 613-727-4723, ext.6995 or email: leduc@algonquincollege.com.

Course Descriptions

COR1740 Mental Health
The ways in which various systems (e.g. criminal justice, income assistance, health, education, child welfare, etc.) have been established means that those with mental health diagnoses are more likely to come into contact with the law. Coming into contact with the law can also lead to significant mental health distress. Students examine issues relating to mental health as relevant to the community and justice field. Students recognize some of the most common signs and symptoms
associated with mental health disabilities. Essential information on mental health, including an understanding of assessment and treatment options is explored. Students develop a strengths-based approach to working with clients with mental health disabilities. This approach examines the impacts of stigma, social isolation, and poverty linked to mental health issues and the effect on health and wellbeing.

Prerequisite(s): none
Corequisite(s): none

**COR1756 Introduction to Psychology**

Psychology is the study of the mind and behaviour. Students critically examine the fundamental principles of psychology and provide an overview of the major subjects of psychological inquiry. Students have the opportunity to gain a better understanding of why humans behave the way that they do through active learning and collaboration in the classroom.

Prerequisite(s): none
Corequisite(s): COR1928

**COR1800 Sexuality and Gender Studies**

Within the community justice field, workers support people with a range of lived experiences. Students examine sexuality and gender topics as relevant to this field. The objective is to develop and promote greater personal awareness and social understanding within the areas of sexual identity, gender expression and gender identity. Students develop an understanding of the diversity of viewpoints and values with respect to human sexuality, and a sensitivity and acceptance of others’ sexual attitudes and behaviours that may differ from one’s own. Students explore their own knowledge, beliefs and values through a blend of lecture, audiovisual materials, class discussions and group activities.

Prerequisite(s): none
Corequisite(s): none

**COR1801 Ethics and Professional Practice**

Ethical guidelines inform the day to day decisions made by people working in the community and justice field. Focus is on supporting students to develop an ethical decision-making compass based on agency and ministry standards. Students also have the opportunity to sharpen their skills in professional practice in preparation for transitioning into their placement.

Prerequisite(s): none
Corequisite(s): none

**COR1802 Working with Children, Youth and Families**

The skills required to work with children, youth and families are essential for many employment opportunities in the community and justice field. Students examine developmentally appropriate approaches to working with children, youth, and caregivers, as well as inclusive practices to support diverse families. Students also have an opportunity to better understand family dynamics and the ways in which family struggles are influenced by forces such as trauma, addiction, immigration, poverty, separation/divorce, colonization, and child protection.

Prerequisite(s): COR1756 and COR1919
Corequisite(s): none

**COR1835 Correctional Practices**

In the Community Justice Services field, many clients have experience with the correctional system. Students develop an understanding of the organizational framework of federal and provincial correctional services. Students explore challenges and responsibilities as well as essential institutional security duties when working in this setting. Through a critical perspective, emphasis is on the many structural reasons why people become involved in, or return to the criminal justice system.
When working in the community and justice field, it is essential to understand and have empathy for the justice issues that the people we work with face. Students explore a range of current social justice issues and self-reflect on the attitudes, feelings and experiences that inform their perspectives on these issues. Students learn to apply an anti-oppressive lens to understand and discuss social change. Through a variety of activities including group discussions, audio-visual materials, films, articles and personal journals, students self-reflect to understand the ways in which their belief systems can impact their professional practice with marginalized communities.

COR1914 Community and Justice Resources

Those working in the community and justice field must have a strong awareness of the resources and services available to assist their clientele. Students investigate available services and programs for youth and adults who have had conflict with the law as well as programs designed to support survivors of violence. This includes programs inside institutions, alternatives to incarceration, after-care and transitional housing programs, and community services. Topics are discussed in a seminar-type learning environment, enhanced by guest speakers from various community and institutional resources.

COR1916 Fundamentals of Group Facilitation

Community and justice workers are often expected to facilitate groups in both community and institutional settings. Students examine the basic elements of group process and practice including issues of group leadership, group member roles, characteristics of effective facilitators, stages of group development, skills required for effective facilitation, conflict resolution and ethical considerations for group facilitation. Through applied learning activities and collaboration, students develop the skills to prepare them for group work in the field.

COR1917 Indigenous Studies

It is essential that workers in the community and justice field have knowledge and understanding of colonization and its impacts on the people with whom we work. Students explore the relationships between Indigenous peoples and settler communities within the context of colonization. Students learn about the legislation and oppressive practices which have had and continue to have an impact on Indigenous people in Canada, including the Indian Act, residential schools, the Sixties Scoop, contemporary approaches to child protective services and the over-representation of Indigenous peoples in the criminal justice system. Additionally, students examine cultural practices and symbols, and explore self-determination, self-government and the treaty-making process. Resistance and change movements are also be explored.

COR1919 Intervention Skills I

Community and justice workers require a toolkit of intervention approaches to support the people they work with. Students develop basic individual support skills widely used in the community and justice field. Students examine approaches and interventions which foster strong and collaborative relationships with clients. Students also practice and develop competency in basic
intervention skills such as active listening, awareness of body language, using open and closed questions, use of empathy to build trust and self-reflection. These competencies are used to work with clients across differences of class, race, gender, age, ability, sexual orientation, religion, and culture. These skills are developed through a variety of learning approaches, including lectures, role plays, discussions, and small group activities.

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

COR1921 Youth Justice

To better serve the young people we work with and understand how the youth justice system affects them, we must understand how the system was developed and how it has evolved. Students explore the youth justice system from historical, theoretical and practical perspectives. Students also develop an understanding of this system including child protection, policing, court, youth detention, alternatives to sentencing, community programs and relevant legislation. Emphasis is on enabling students to work effectively with young people in residential, custody and community settings. A variety of skills and approaches are explored. Contemporary and historical case studies, scenarios, and class discussion underline the issues and challenges involved in working in this system.

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

COR1922 Intervention Skills II

Trauma-informed practice is a strengths-based approach that focuses on safety, relationship, choice, collaboration and empowerment as well as respect for diversity. It supports community and justice workers to understand how the experiences of clients may shape the ways in which they engage in the system. Students develop trauma-informed case management and crisis intervention skills. Case management is a collaborative process of assessment, planning, systems navigation, care coordination, evaluation and advocacy. Students also develop crisis intervention skills including verbal and non-verbal de-escalation skills that focus on the principles of empowerment and collaboration.

Prerequisite(s): COR1919
Corerequisite(s): none

COR1923 Introduction to Criminology

Criminology is the study of the concepts of "crime" and "deviance" that employs a multi-disciplinary lens of psychology, biology and sociology to explore the justice system to understand how crime comes to be defined and understood. Critically exploring definitions of crime and deviance from a criminological lens allows students to understand the ways in which power and influence have shaped definitions of criminality and how inequalities exist in how society regards "criminality" based on factors such as class, race, education, etc.

Prerequisite(s): COR1928
Corerequisite(s): none

COR1928 Introduction to Sociology

Sociology is the study of society and culture which aims to explore our interdependencies and differences. By providing a critical lens to topics such as inequality, gender and sexuality, ethnicity, culture, and deviance, emphasis is placed on understanding power relations in society and their impact on particular communities. Students explore key concepts, figures, and theories of the discipline of sociology while developing their own "sociological imagination." Focus is on student enlightenment and empowerment to challenge their worldview through a combination of discussions, case studies, readings, and lectures.

Prerequisite(s): none
Corerequisite(s): COR1756
COR1929 Fitness, Leadership and Self-Care

Community and justice services is a demanding field that requires workers to practice work-life balance. Focus is on self-care practices such as fitness and nutrition that support the community and justice worker to maintain longevity in the field. Students develop recreational leadership skills through a variety of experiential activities. A focus on the importance of self-care will be addressed. Students are supported to develop and practice skills and strategies to address the physical, mental and emotional requirements of self-care.

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

COR1949 Addictions and Harm Reduction

Substance use should be viewed as occurring on a continuum. As a result, the addiction and recovery supports that an individual can seek will vary from person to person. Students learn to work from a client-centered, trauma-informed perspective to understand how to support a wide variety of clients dealing with substance use related challenges. Students gain an understanding of current biological, psychological and social theories that inform our understanding of addiction treatment. Students also develop competency in harm reduction as well as other addiction support modalities. Emphasis is on de-pathologizing and de-stigmatizing narratives associated with drug use. Students have the opportunity to learn from a variety of mediums including guest speakers, audio-visual materials, discussions, small group activities, and lectures.

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

COR1950 Canadian Justice System and Legislation

In order to support clients, it is necessary to understand the systems and institutions which have significant impact on their lives. Students examine the roles and functions of each component of the Canadian criminal justice system - police, courts, and corrections. Students become familiar with how these components relate to each other and how legislation impacts the system as a whole. Through assignments and presentations, students explore contemporary issues relating to the field.

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

COR1959 Community Building Practices

Flourishing communities tend to have strong community support systems in place. Students have the opportunity to examine community building practices designed to address systemic and structural issues in our communities. Community-led approaches are examined as a means to address issues of over-criminalization and social and economic marginalization. Course content focuses on community capacity development including poverty reduction and food scarcity strategies, health promotion, approaches to address social isolation and housing issues, youth mentorship, and community policing. Students develop skills in implementing needs assessments, relationship building, community organizing, fundraising, advocacy and public education.

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

COR1960 Trauma-Informed Practice

It is essential for community and justice workers to have a solid understanding of the ways in which trauma can impact the behaviour of their clients. This course focuses on various experiences including neglect, abuse, abandonment, exposure to violence, loss, separation, disaster and war. Using a strengths-based perspective, students develop an understanding of shock, developmental/relational, and social/cultural forms of trauma, as well as the connection between trauma and criminalization. Trauma-informed approaches bring together current theories of how trauma impacts brain development, learning, relationships and behaviours. This course reviews evidence-based interventions that support clients to find a sense of safety in the present and connect with resources. Students also examine vicarious trauma and the importance of self-care.
to this work.
Prerequisite(s): COR1756
Corerequisite(s): none

**COR1961 Foundations of Anti-Oppression Practice**

An essential component of community and justice work includes supporting people dealing with systemic barriers to accessing the supports and resources needed to thrive. Many people who continuously face oppression in everyday life also struggle with issues of social identity and self-worth due to internalized oppression. Focus is on developing tools and strategies to support these clients, specifically anti-racist, anti-violence, anti-ableist, and anti-classist practices. Students hear from guest speakers and engage in role plays, group activities and resource sharing to better enhance their anti-oppressive skill set.

Prerequisite(s): COR1910 and COR1917
Corerequisite(s): none

**COR1963 Professional Development**

Students participate in a two-week intensive course that brings together theory and practice and provides students with critical professional training that is applicable in a wide-variety of workplace settings. Focus is on the integration of recent field placement experiences and support to develop professional skills in preparation for employment in the field.

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

**COR1965 Field Placement**

Authentic work experiences provide students with a realistic perspective of a career and provide potential employers with much-desired experience with respect to new employees. Students work in a community or justice services agency selected by the faculty in consultation with the student. This is an opportunity for students to integrate theory and practice. The completion of practicum is based on an assessment of performance by faculty in consultation with the fieldwork supervisor and the student.

Prerequisite(s): COR1740 and COR1756 and COR1800 and COR1801 and COR1802 and COR1835 and COR1910 and COR1914 and COR1916 and COR1917 and COR1919 and COR1921 and COR1922 and COR1923 and COR1928 and COR1929 and COR1949 and COR1950 and COR1959 and COR1960 and COR1961 and ENL1813A and ENL1823A and GED0466
Corerequisite(s):COR1965

**COR1966 Field Placement Seminar**

Reflective practice provides opportunities for growth and development for all participants. Students have the opportunity to make connections between the theory they have learned in the first three semesters of study and their practical experience in field placement. Students learn from each other’s direct experience. Through group discussions and self-reflection opportunities, students continue to build skills as community and justice workers in preparation for employment opportunities in the future.

Prerequisite(s): COR1740 and COR1756 and COR1800 and COR1801 and COR1802 and COR1835 and COR1910 and COR1914 and COR1916 and COR1917 and COR1919 and COR1921 and COR1922 and COR1923 and COR1928 and COR1929 and COR1949 and COR1950 and COR1959 and COR1960 and COR1961 and ENL1813A and ENL1823A and GED0466
Corerequisite(s):COR1966

**ENL1813A Communications I**

Communication remains an essential skill sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Through a combination of lectures, exercises, and independent
learning, students practise writing, speaking, reading, listening, locating and documenting information, and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both educational and workplace environments.

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

ENL1823A Communications II

Students continue to develop their workplace writing and speaking skills. Students learn the protocols to write request letters, daily logs, occurrence reports, proposals and meeting minutes. They prepare for field placement and workplace interviews by creating resumes and undergoing a situational-style job interview. Students also complete a variety of role-play exercises designed to prepare them for speaking tasks in the field, such as participation in meetings and delivery of educational workshops.

Prerequisite(s): ENL1813A
Corerequisite(s): none

GED0466 General Education Elective

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science and Technology.

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