Area of Interest: Community and Social Services

Child and Youth Care

Ontario College Advanced Diploma
3 Years
Ottawa Campus

Academic Year: 2020/2021
Program Code: 0476X01FWO

Our Program

Turn your passion for helping into a rewarding career.

The three-year Child and Youth Care Ontario College Advanced Diploma program prepares you to help vulnerable children, youth and families with complex needs.

Learn to develop and implement a wide range of prevention, intervention and treatment strategies to foster positive change and healthy development in clients. Apply the principles of relational practice with clients, while respecting their unique culture and diversity.

In classes, you learn practical and theoretical concepts and then apply them in field placements.

Working with clients in field placements helps you to develop into a confident and competent child and youth care practitioner. By the end of this program, you have practical experience in two different work environments in the field of child and youth care.

This is the only Child and Youth Care program in Ontario to offer two courses in therapeutic outdoor activities. In these courses, you learn to facilitate therapeutic activities in the outdoors while on a camping trip with fellow classmates and faculty - a truly memorable learning experience.

There is a wide variety of work opportunities for you after graduation. As a child and youth care practitioner, you may find employment in a:

- group home
- hospital
- mental health treatment centre
- shelter
- school
- youth justice program
- community resource centre

If you are interested in furthering your education, this program is a good foundation for future studies in child and youth care, education, social work, psychology and sociology.

SUCCESS FACTORS

This program is well-suited for students who:

- Are emotionally strong and 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.
- Prefer to work as a member of a team. Have strong observation and analytical skills.
- Have strong language (oral and written) skills.
Are open minded, embrace the concept of diversity, respect and accept the uniqueness in others.

**Employment**

There are a wide variety of work opportunities for you after graduation. As a child and youth care practitioner, you may find employment in a:

- group home
- hospital
- mental health treatment centre
- shelter
- school
- youth justice program
- community resource centre

If you are interested in furthering your education, this program is a good foundation for future studies in child and youth care, education, social work, psychology and sociology.

**Learning Outcomes**

The graduate has reliably demonstrated the ability to:

- Develop and maintain relationships with children, youth and their families, applying principles of relational practice and respecting their unique life space, cultural and human diversity.

- Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.

- Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.

- Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families.

- Advocate for the right of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.

- Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.

- Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.

- Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.

**Program of Study**

<table>
<thead>
<tr>
<th>Level: 01</th>
<th>Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENL1813S</td>
<td>Communications I</td>
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<tr>
<td>FAM0001</td>
<td>Principles of Psychology</td>
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<tr>
<td>FAM1054</td>
<td>Introduction to Child and Youth Care</td>
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<td>FAM1066</td>
<td>Child Development</td>
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<td>FAM1255</td>
<td>Field Preparation Seminar 1:Community Service Learning</td>
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<tr>
<td>FAM1258</td>
<td>Technology Tools for Child and Youth Care Practitioners</td>
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<td>ENL1902F</td>
<td>Professional Communication for Child and Youth Care Practitioners</td>
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<td>FAM0013</td>
<td>Adolescent Development</td>
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<td>FAM1271</td>
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<td>FAM0063</td>
<td>Field Integration Seminar I</td>
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<td>FAM1050</td>
<td>Therapeutic Activities</td>
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<td>FAM1052</td>
<td>Youth in Conflict with the Law</td>
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<td>FAM1064</td>
<td>Child and Youth Care Interventions</td>
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<td>FAM1075</td>
<td>Field Practice I</td>
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<td>FAM1082</td>
<td>Counselling Skills</td>
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<td>FAM0064</td>
<td>Field Integration Seminar II</td>
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<td>FAM1060</td>
<td>Therapeutic Programming</td>
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<td>FAM1070</td>
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<td>FAM1087</td>
<td>Trauma and Abuse</td>
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<td>FAM1274</td>
<td>Mental Health II</td>
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Choose one from equivalencies: Courses
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<td>ENL2028</td>
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<tr>
<td>FAM0060</td>
<td>Field Integration Seminar III</td>
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<td>FAM1081</td>
<td>Group Work</td>
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<td>FAM1269</td>
<td>Substance Abuse</td>
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<td>FAM1270</td>
<td>Advanced Child and Youth Care Interventions</td>
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<td>FAM1276</td>
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<td>Group Program Design</td>
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<td>FAM0042</td>
<td>Field Practice IV</td>
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<td>FAM0061</td>
<td>Field Integration Seminar IV</td>
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<td>FAM1089</td>
<td>Professional Issues and Development</td>
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<td>FAM1096</td>
<td>Family Interventions</td>
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<td>FAM1100</td>
<td>Outdoor Activities II</td>
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<tr>
<td>ARC9001</td>
<td>Conserving Canada's Architectural Heritage</td>
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<td>DSN2001</td>
<td>History of Design</td>
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<td>ENV0002</td>
<td>Environmental Citizenship</td>
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<td>FIN2300</td>
<td>Introduction to Personal Finance</td>
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<td>GED1896</td>
<td>The Middle East: an Understanding of Media Sources and Their Impact</td>
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<td>GED5002</td>
<td>Victimology</td>
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<td>Living Green</td>
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<td>Digging Into Ancestral Roots</td>
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<td>GED5200</td>
<td>Learning Disabilities, the Invisible Disability</td>
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<tr>
<td>GED5300</td>
<td>The Science of Everyday Life</td>
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<td>GED6022</td>
<td>A Sense of Humour</td>
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<td>GEN1001</td>
<td>Ethics: What Is the Big Deal?</td>
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<td>GEN1957</td>
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<td>Multiculturalism in Film</td>
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<td>GEN2003</td>
<td>Healthy Lifestyle</td>
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<td>HIS0001</td>
<td>Saints and Heroes: Shining a Spotlight on the 'Dark Ages', Europe A.D. 410-1096</td>
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<td>HIS2000</td>
<td>Good Times and Bad - 70 Years in the Life of Canada</td>
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<td>HOS2228</td>
<td>Wine, Food and Culture</td>
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<td>HOS2288</td>
<td>The Dinner Party</td>
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<td>LIB1982</td>
<td>Reading for Recreation</td>
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<td>MGT7330</td>
<td>Trends in Today’s Workplace</td>
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<td>MVM8800</td>
<td>The Impact of the Car on North American Culture</td>
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<td>PSI0003</td>
<td>Globalization and Sustainability</td>
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<tr>
<td>RAD2001</td>
<td>Popular Culture</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 [http://www.algonquincollege.com/fee-estimator](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](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 $700.00 in the third year. Additional expenses related to field placement requirements: ParaMed clearance, police records check, health immunizations and first aid are the responsibility of the student. The ParaMed documentation clearance fee is approximately $50 and is set by ParaMed, a third-party provider.

**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) with a minimum grade of 65% or higher.
- Eligibility for Direct Entry to Second Year: Ontario College Diploma, Ontario College Advanced Diploma or Degree in a Human Social Services.
- Applicants with international transcripts must provide proof of the subject specific
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 6.5 with a minimum of 6.0 in each band. OR TOEFL-Internet-based (iBT)-overall 88, with a minimum of 22 in each component: Reading 22; Listening 22; Speaking 22; Writing 22.

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

Eligibility for Direct Entry to Second Year:

- University degree in Social Sciences or a two-year diploma in a Human Services program.

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 (e.g. stress and time management). Individuals who have concerns about their ability to meet these requirements should contact the coordinator of the program prior to submitting an application.

Police Records Check Documentation:

Though not an admission requirement, applicants must note important information listed below regarding Police Records Check program requirements.

Students must provide the College with a current Police Records Check for Service with the Vulnerable Sector (PRCSVS) prior to the deadline identified by the department and students are responsible for any associated costs. If this documentation is not submitted on time, students may not be placed in field practice and registration in the program will be jeopardized. 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 and will be asked to withdraw.

Field Placement Eligibility:

Field placements occur only in second and third year of the program.

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

Promotional Status:

All courses in Level 01 and Level 02 (Year 1) must be successfully completed before entering Level 03 (Year 2) of the program. In Level 03 to Level 06, students must pass all courses to be granted admission to the following level. Special consideration may be given to those who are unsuccessful in one course. If exceptions are granted based on extenuating circumstances, the students must pass the course in the spring or summer semester prior to returning to the following year of the program. Given the concurrent model of the program, students must be in field practice while completing course work.

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 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) with a minimum grade of 65% or higher.

• Eligibility for Direct Entry to Second Year:
  Ontario College Diploma, Ontario College Advanced Diploma or Degree in a Human Social Services.

• 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 6.5 with a minimum of 6.0 in each band; OR TOEFL-Internet-based (iBT)-overall 88, with a minimum of 22 in each component: Reading 22; Listening 22; Speaking 22; Writing 22.

• 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.

Application Information

CHILD AND YOUTH CARE
Program Code 0476X01FWO

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:
http://www7.algonquincollege.com/byod
The Child and Youth Care program consists of courses that are delivered in a variety of formats including face-to-face in a classroom, hybrid (combination of classroom and online learning) and online courses. Students participate in all three types of learning. Students also participate in laboratory and field placement learning activities.

Class schedules vary from term to term and courses may be scheduled between the hours of 8 a.m. and 10 p.m. Monday through Thursday and 8 a.m. and 6 p.m. Friday. Classes for first-year students run Monday through Friday. Second and third-year classes take place on campus two days per week. Field placements occur off campus three days per week. All-second year students are required to complete a school-based field placement. Third-year placements are based on community capacity. Some field placements require the student to be available for evening or weekend shifts.

This program is also available through the Centre for Continuing and Online Learning on a full-time and part-time online basis - Year One only. Successful students then transfer to Year Two on campus full-time. Year Two on campus has a September-only start date.

Graduates may be eligible to apply their academic credits toward further study at many postsecondary institutions. For specific articulation agreements please visit our website at http://www.algonquincollege.com/degree-pathways.

Child and Youth Care is a physically demanding profession. In order to ensure client safety, individuals must be able to move quickly/run between different areas in a room or a building and outside. Child and youth care practitioners must be able to observe clients in order to assess their skills and abilities and develop and implement of appropriate treatment and/or program goals. Entering the Child and Youth Care program without these abilities may result in unsuccessful field placements and students who fail to successfully complete fields placements are not eligible to graduate from the program.

**ACADEMIC PROBATION**

Students who have two or more F grades in a given term or whose term grade point average falls below 1.7 are considered to be on academic probation (Policy AA14 Grading System). This requires the student to meet with their academic advisor or coordinator to sign a learning contract which identifies the conditions which must be met to continue in the program. Students who do not meet the terms of their learning contract are withdrawn from the program.

For program information, contact the Program Coordinator, Vicki Grisim at 613-727-4723 ext. 5170 or grisimv@algonquincollege.com.

**Course Descriptions**

**ARC9001 Conserving Canada's Architectural Heritage**

If your field is architecture, building trades, engineering, social planning or tourism, your future is certain to include the past. To Canadians, preserving our heritage resources is a visible sign of community pride and environmental responsibility. Protecting heritage buildings requires an understanding of their histories and the principles of conservation shared by the preservation community. Students acquaint themselves with a variety of building styles and traditional building techniques as they have evolved across the Canadian landscape.

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

**DSN2001 History of Design**

Visual communications and graphic design have played a key role in the evolution of communication through a number of historical and social art movements. Graphic design has had a major impact on civilizations over the ages. Students explore graphic design’s many influences, including the invention of writing and alphabets, the origins of printing and typography, Victorian, Art Nouveau, Modern Art, and Postmodern design, to the present-day computer revolution and its influence on the many forms of contemporary visual communication that surround us every day.

Prerequisite(s): none
Corerequisite(s): none
ENL1813S 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. 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
Corequisite(s): none

ENL1902F Professional Communication for Child and Youth Care Practitioners

Writing legally appropriate documents, advocating for clients and communicating in a professional manner are critical components of being a child and youth care practitioner. Students use case studies to write letters and field-specific reports. In addition, students learn and demonstrate oral communication, listening and advocacy skills in client-centred, team-based case meetings.

Prerequisite(s): ENL1813S and FAM1054 and FAM1255
Corequisite(s): none

ENL2028 Research Writing Skills

Effective research, critical thinking, writing and documentation skills are essential for developing programming and projects that meet the needs of a variety of clients in the field of child and youth care. Working individually and in groups, students research, summarize, evaluate, compare and reference academic sources related to the field of child and youth care to produce accurate and reliable professional projects, including a literature review.

Prerequisite(s): ENL1902F and FAM0063 and FAM0064 and FAM1050 and FAM1052 and FAM1060 and FAM1064 and FAM1070 and FAM1075 and FAM1082 and FAM1087 and FAM1274 and FAM1275
Corequisite(s): FAM0060 and FAM1081 and FAM1269 and FAM1270 and FAM1276

ENV0002 Environmental Citizenship

Environmental citizenship is based on the principles of national citizenship, yet it goes beyond political borders to emphasize global environmental rights and responsibilities. An environmental citizen is committed to learning more about the environment and to taking responsible environmental action. Through a combination of interactive activities, assignments and discussions, students learn how they are personally connected with current environmental issues. Students are also encouraged to adopt attitudes and behaviours that foster global environmental responsibility.

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

FAM0001 Principles of Psychology

Understanding self and others is essential in promoting healthy interactions, and success in personal and professional relationships. Students investigate the key concepts associated with the study of psychology. Students develop an understanding of research methodologies and ethics, motivation and emotion, personality theories, memory systems, social learning theories and theories of stress.

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

FAM0013 Adolescent Development

Adolescence is a distinct phase of development and one in which young people experience rapid growth. Physical, cognitive, social and moral development of adolescents is explored in the contexts of family, peers, school, work and the media. Students begin to identify pertinent issues affecting
adolescent development from a child and youth care practice perspective.

**Prerequisite(s):** ENL1813S and FAM1054 and FAM1255  
**Corerequisite(s):** none

**FAM0014 Group Program Design**

Students design a group program grounded in current theory and research. Throughout the course, students work in pairs to write a group program manual, supported through workshops and individual meetings with the course instructor. Students develop entrepreneurial skills by creating a program that is marketable to social services and the community.

**Prerequisite(s):** ENL2028 and FAM0060 and FAM1081 and FAM1269 and FAM1270 and FAM1276  
**Corerequisite(s):** FAM0042 and FAM0061 and FAM1089 and FAM1096 and FAM1100

**FAM0042 Field Practice IV**

Professional development of child and youth care practitioners continues to be highlighted. Students identify, practise, adapt and incorporate theory and skills. Students gain unique opportunities to develop vocational skills at an employment-ready level. The focus is on the cumulative knowledge and professional skills for client engagement, intervention skills and team skills that support the ecological perspective of the community. The outcome is a professional profile that uniquely reflects the students’ readiness for frontline child and youth care practice.

**Prerequisite(s):** ENL2028 and FAM0060 and FAM1081 and FAM1269 and FAM1270 and FAM1276  
**Corerequisite(s):** FAM0014 and FAM0061 and FAM1089 and FAM1096 and FAM1100

**FAM0060 Field Integration Seminar III**

Professional development of child and youth care practitioners continues with the extension of the learning opportunities that integrate theory and practice. Students learn to identify, practice and adapt various vocational skills in a solution-focused manner. The focus is on advanced client engagement, assessment of complex client strengths and needs, and intervention skills with individual clients and groups.

**Prerequisite(s):** FAM0063 and FAM0064 and FAM1050 and FAM1052 and FAM1060 and FAM1064 and FAM1070 and FAM1075 and FAM1082 and FAM1087 and FAM1274 and FAM1275  
**Corerequisite(s):** ENL2028 and FAM1081 and FAM1269 and FAM1270 and FAM1276

**FAM0061 Field Integration Seminar IV**

Professional development of child and youth care practitioners incorporates all student learning opportunities through integration of theory and practice. Students learn to identify, practice and adapt employment-ready vocational skills in a solution-focused manner. The focus is on the cumulative knowledge and professional skills for client engagement, intervention skills and team skills that support the ecological perspective of the community. The outcome is a professional profile that uniquely reflects the students’ readiness for frontline child and youth care practice.

**Prerequisite(s):** ENL2028 and FAM0060 and FAM1081 and FAM1269 and FAM1270 and FAM1276  
**Corerequisite(s):** FAM0014 and FAM0042 and FAM1089 and FAM1096 and FAM1100

**FAM0063 Field Integration Seminar I**

The integration of theory, field-related issues and personal development is essential for students to formalize a basic understanding of how our community, clients and professionals work together to effect positive change within clients and their milieu. Students learn to identify, practise and adapt various clinical, organizational and personal skills in a solution-focused manner. Students are enabled to function effectively as an entry-level student in a child and youth care setting.

**Prerequisite(s):** ENL1813S and ENL1902F and FAM0001 and FAM0013 and FAM1054 and FAM1058 and FAM1066 and FAM1255 and FAM1258 and FAM1271 and FAM1273 and FAM1277  
**Corerequisite(s):** FAM1050 and FAM1052 and FAM1064 and FAM1070 and FAM1075 and FAM1082
FAM0064 Field Integration Seminar II

Professional development of child and youth care practitioners continues with the extension of the learning opportunities that integrate theory and practice. Students learn to identify, practice and adapt various vocational skills in a solution-focused manner. The focus on intervention skills with clients, self-awareness, and the professional role as a child and youth care practitioner and a constructive team member sets the foundation of learning for the intermediate child and youth care student.

Prerequisite(s): FAM0063 and FAM1052 and FAM1064 and FAM1075 and FAM1082
Corerequisite(s): FAM1060 and FAM1087 and FAM1274 and FAM1275

FAM1050 Therapeutic Activities

Therapeutic programming is one of the core elements in child and youth care practice. Students practise developing and facilitating therapeutic activities within the therapeutic milieu. Students explore learning principles, how behaviour is modified and basic program development.

Prerequisite(s): ENL1813S and ENL1902F and FAM0001 and FAM0013 and FAM1054 and FAM1058 and FAM1066 and FAM1255 and FAM1258 and FAM1271 and FAM1273 and FAM1277
Corerequisite(s): FAM0063 and FAM1052 and FAM1064 and FAM1070 and FAM1075 and FAM1082

FAM1052 Youth in Conflict with the Law

Vulnerable and at-risk youth are often involved in the justice system and child and youth care practitioners come into contact with these youth in a variety of work settings. Students explore the multifaceted profile of justice-involved youth, the court process and current legislation which governs legal sanctions. Course materials, discussion and case application are aimed at ensuring students are familiar with best practices when intervening with justice-involved youth. Guest speakers provide a focus on agencies in Ottawa who serve this special population.

Prerequisite(s): ENL1813S and ENL1902F and FAM0001 and FAM0013 and FAM1054 and FAM1058 and FAM1066 and FAM1255 and FAM1258 and FAM1271 and FAM1273 and FAM1277
Corerequisite(s): FAM0063 and FAM1050 and FAM1064 and FAM1070 and FAM1075 and FAM1082

FAM1054 Introduction to Child and Youth Care

Children, youth, families and communities may require support from child and youth care practitioners in order to lead healthy lives. Students develop an understanding of the history of the child and youth care profession, roles and responsibilities of child and youth care practitioners, strengths and needs of clients and communities, professional conduct and personal self-awareness for becoming an effective child and youth care practitioner.

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

FAM1058 Field Preparation Seminar II

Students explore the professional role of the child and youth care practitioner within the community. Students develop basic skills in observation, documentation, facilitation and professional deportment. Course materials create opportunities for students to practise the skills required to be successful in future field placements.

Prerequisite(s): ENL1813S and FAM1054 and FAM1255
Corerequisite(s): none

FAM1060 Therapeutic Programming

Creating and implementing therapeutic programs for clients is a core skill area for child and youth care practitioners. Cognitive behavioural theory is the foundation for many therapeutic programs for young people. Learning activities help students understand the connection between cognition, emotion and behaviour. Students develop their role as therapeutic programmers by developing and facilitating an individualized cognitive-behavioural program for a client.
FAM1064 Child and Youth Care Interventions

Children and youth in crisis require professionals to intervene in a safe, proactive and effective manner. Students identify the stages in the model of crisis and corresponding intervention strategies. Role plays and physical intervention demonstrations are aimed at ensuring students are equipped to intervene safely with clients exhibiting behaviour management issues. Upon successful completion, students earn a certification in crisis intervention.

Prerequisite(s): ENL1813S and ENL1902F and FAM0001 and FAM0013 and FAM1054 and FAM1058 and FAM1066 and FAM1255 and FAM1258 and FAM1271 and FAM1273 and FAM1277
Corerequisite(s): none

FAM1066 Child Development

Child development refers to the physical, cognitive, social and emotional changes that occur in human beings between conception and 12 years of age. Students examine the phases of child development from the prenatal period to early adolescence. The importance of prevention and intervention in healthy development is explored by linking theory to child and youth care practice. Developmental stages, heredity, culture and environmental influences are addressed with emphasis placed on the interdependency between the physical, cognitive and social/emotional milestones in childhood.

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

FAM1070 Outdoor Activities I

With the focus of promoting optimal social, emotional and physical development, child and youth care practitioners plan and implement outdoor recreational and therapeutic activities as a means to achieve goals and encourage values related to healthy lifestyles and development. Students plan and participate in an active camping trip. Through this trip experience, students develop knowledge and skills in basic camping tasks, outdoor therapeutic programming, team work and safety procedures. Demonstrations and skill practice sessions are aimed at exposing students to new activities, and ensuring their comfort in participating and leading youth in outdoor adventures.

Prerequisite(s): ENL1813S and ENL1902F and FAM0001 and FAM0013 and FAM1054 and FAM1058 and FAM1066 and FAM1255 and FAM1258 and FAM1271 and FAM1273 and FAM1277
Corerequisite(s): FAM0063 and FAM1050 and FAM1052 and FAM1070 and FAM1075 and FAM1082

FAM1075 Field Practice I

Professional development of a child and youth care practitioner is enhanced through the integration of theory and practice. Students identify, adapt and incorporate theory and skills of child and youth care practitioners while completing a placement in a school-based setting. Each field experience provides unique opportunities to understand and develop vocational skills. Students learn the importance of building therapeutic relationships with children and youth, demonstrating clear communication through professional reflections and using basic intervention techniques to influence behaviour and self-awareness.

Prerequisite(s): ENL1813S and ENL1902F and FAM0001 and FAM0013 and FAM1054 and FAM1058 and FAM1066 and FAM1255 and FAM1258 and FAM1271 and FAM1273 and FAM1277
Corerequisite(s): FAM0063 and FAM1050 and FAM1052 and FAM1064 and FAM1070 and FAM1082

FAM1081 Group Work

Working in a group milieu is a key component in Child and Youth Care practice. Students explore the process of establishing and facilitating therapeutic groups by designing, facilitating and evaluating a psychoeducational group. Through participation in a lab, students observe and
document group development and experience the roles of group leader and group member. Through self-reflection and applied practice, students acquire the skills and attitudes necessary to facilitate therapeutic groups.

Prerequisite(s): FAM0063 and FAM0064 and FAM1050 and FAM1052 and FAM1060 and FAM1064 and FAM1070 and FAM1075 and FAM1082 and FAM1087 and FAM1274 and FAM1275
Corerequisite(s): ENL2028 and FAM0060 and FAM1269 and FAM1270 and FAM1276

**FAM1082 Counselling Skills**

Child and youth care practitioners supporting children, youth, and families require professional communication and field-appropriate counselling skills. Students develop self-reflective processes to assist them in relational practice. Micro counselling skills are developed in a lab-like environment.

Prerequisite(s): ENL1813S and ENL1902F and FAM0001 and FAM0013 and FAM1054 and FAM1058 and FAM1066 and FAM1255 and FAM1258 and FAM1271 and FAM1273 and FAM1277
Corerequisite(s): FAM0063 and FAM1050 and FAM1052 and FAM1064 and FAM1070 and FAM1075

**FAM1087 Trauma and Abuse**

Childhood trauma, abuse and neglect can be the lived experience of many clients served by Child and Youth Care practitioners. Through lectures and learning applications students investigate risk factors, intervention strategies, documentation processes and legal reporting requirements. Students cultivate their advocacy skills and use reflective practice to explore their perspectives about violence against children and youth.

Prerequisite(s): FAM0063 and FAM1050 and FAM1052 and FAM1064 and FAM1070 and FAM1075 and FAM1082
Corerequisite(s): FAM0064 and FAM1060 and FAM1274 and FAM1275

**FAM1089 Professional Issues and Development**

Child and youth care practitioners practise within agency and professional guidelines. Students develop the knowledge and skills to advocate for clients, deal with ethical dilemmas and become job ready. The exploration of current professional issues in the community build a bridge between academics and securing employment in the field.

Prerequisite(s): ENL2028 and FAM0060 and FAM1081 and FAM1269 and FAM1270 and FAM1276
Corerequisite(s): FAM0014 and FAM0042 and FAM0061 and FAM1096 and FAM1100

**FAM1096 Family Interventions**

Families in need of community-based supports rely on teams of professionals for care. Child and youth care practitioners are an integrated component in providing support for families through promoting strengths and resilience. Students apply an ecological perspective to family work, as well as examine a variety of family intervention modalities.

Prerequisite(s): ENL2028 and FAM0060 and FAM1081 and FAM1269 and FAM1270 and FAM1276
Corerequisite(s): FAM0014 and FAM0042 and FAM0061 and FAM1089 and FAM1100

**FAM1100 Outdoor Activities II**

Changes in the seasons do not preclude the use of outdoor activities to promote healthy lifestyles through positive social, emotional, and physical development, but they do require more detailed planning and preparation for the activities. Students plan and participate in an active winter experience. Through this exercise, students develop knowledge and skills in modifying basic outdoor skills, outdoor therapeutic programming and safety procedures to adhere to winter conditions. Demonstrations and skill practice sessions are aimed at exposing students to new activities and ensuring their comfort in participating and leading youth in winter outdoor activities.

Prerequisite(s): ENL2028 and FAM0060 and FAM1081 and FAM1269 and FAM1270 and FAM1276
Corerequisite(s): FAM0014 and FAM0042 and FAM0061 and FAM1089 and FAM1096
FAM1255 Field Preparation Seminar 1: Community Service Learning

Students acquire an awareness of the role of the child and youth care practitioner within a wide variety of settings. Students develop necessary skills in client engagement, therapeutic activities, advocacy and teamwork. Through a practical project that links students with a community agency, students plan and implement a program that benefits the agency with which they partner.

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

FAM1258 Technology Tools for Child and Youth Care Practitioners

With the increasing application of technology in our day-to-day lives, child and youth care practitioners are required to utilize and be aware of the impact of this technology on their clients. Students experience hands-on learning and they explore the issues that technology brings to the child and youth care field. Students gain the skills to work with technology and use it as a tool for being a successful college student and child and youth care practitioner.

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

FAM1269 Substance Abuse

The clients of child and youth care practitioners frequently experience challenges in the area of addictions. Students gain basic knowledge regarding substance abuse, addiction and recovery. Students explore their values and attitudes about the use and abuse of drugs and alcohol. Special emphasis is placed on intervention strategies with youth. Students gain insight, awareness and the understanding necessary to interact positively with addicted clients and their families.

Prerequisite(s): FAM0063 and FAM0064 and FAM1050 and FAM1052 and FAM1060 and FAM1064 and FAM1070 and FAM1075 and FAM1082 and FAM1087 and FAM1274 and FAM1275
Corerequisite(s): ENL2028 and FAM0060 and FAM1081 and FAM1270 and FAM1276

FAM1270 Advanced Child and Youth Care Interventions

Child and youth care practitioners use a variety of intervention techniques when working with children and youth in order to assist with their social, emotional, cognitive and behavioural development. Students develop the knowledge and skills to enhance their ability to effectively and safely intervene with clients who are experiencing challenges with their mental health, coping skills and self-regulation. Using role-play, practical application and demonstration in a lab-like environment, students learn and practise these advanced intervention skills prior to using them in their field placements and professional practice.

Prerequisite(s): FAM0063 and FAM0064 and FAM1050 and FAM1052 and FAM1060 and FAM1064 and FAM1070 and FAM1075 and FAM1082 and FAM1087 and FAM1274 and FAM1275
Corerequisite(s): ENL2028 and FAM0060 and FAM1081 and FAM1269 and FAM1276

FAM1271 Sexual Health and Development

Sexuality is an integral part of the lives of child and youth care practitioners and the clients and families they serve. Students review information related to the social, emotional and physiological aspects of human sexuality which affect children and youth. Students explore their values and attitudes about sexuality and practise becoming comfortable discussing this important subject. Students learn to identify issues and engage clients in healthy and positive discussions about sexuality.

Prerequisite(s): ENL1813S and FAM1054 and FAM1255
Corerequisite(s): none

FAM1273 Mental Health 1

Mental health challenges touch the lives of many. Students are introduced to mental health literacy for child and youth care practitioners. Specific emphasis is on etiology, symptom recognition and
strategies to promote mental health. Students explore both personal and societal views of stigma and normal versus abnormal behaviour. Students enhance their knowledge of learning disabilities, attention-deficit/hyperactivity disorder, conduct disorders, neurodiversity and autism spectrum disorder. Students explore mental illness within the school environment, and understand the IEP process and interdisciplinary practice.

Prerequisite(s): ENL1813 and FAM1054 and FAM1255  
Corerequisite(s): none

FAM1274 Mental Health II

Child and youth care practitioners often work with clients experiencing mental health challenges. Students enhance their knowledge of conduct disorders, eating disorders, mood disorders, anxiety disorders and schizophrenia. Students explore their attitudes and beliefs about mental health labels and treatment, as well as learn specific interventions that address mental illness. Students explore the legal guidelines surrounding the treatment of mental health issues.

Prerequisite(s): FAM0063 and FAM1050 and FAM1052 and FAM1064 and FAM1070 and FAM1075 and FAM1082  
Corerequisite(s): FAM0064 and FAM1060 and FAM1087 and FAM1275

FAM1275 Field Practice II

Professional development of a child and youth care practitioner continues with the integration of theory and practice. Each field experience provides unique opportunities to understand and develop clinical, organizational and personal skills. Students' learning continues in the same setting as Field Practice I, with the expectation to further develop knowledge and skills of therapeutic activities and programs, and expand specific intervention techniques pertinent to the clients' and agencies' strengths and needs in more complex situations.

Prerequisite(s): FAM0063 and FAM1050 and FAM1052 and FAM1064 and FAM1070 and FAM1075 and FAM1082  
Corerequisite(s): FAM0064 and FAM1060 and FAM1087 and FAM1274

FAM1276 Field Practice III

Professional development of a child and youth care practitioner continues with the integration of theory and practice. Each therapeutic field experience provides unique opportunities to develop and refine vocational skills. Focus is on understanding how community systems, professionals and clients and their milieu. Students learn to select and apply advanced skills in therapeutic settings, refine client engagement skills and relate to clients in more complex situations.

Prerequisite(s): FAM0063 and FAM0064 and FAM1050 and FAM1052 and FAM1060 and FAM1064 and FAM1070 and FAM1075 and FAM1082 and FAM1274 and FAM1275  
Corerequisite(s): ENL2028 and FAM0060 and FAM1081 and FAM1269 and FAM1270

FAM1277 Diversity

In today's world, understanding diversity is crucial in the field of Child and Youth Care. Students explore concepts of diversity and inclusion as it relates to culture, race, religion and social class at the personal, societal and professional levels. Students develop an appreciation of historical and current groups contributing to Canada's rich cultural mosaic, as well as their own ethnocentricity and privilege. Students develop the knowledge and attitudes required to be successful Child and Youth Care Practitioners within today's global society.

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

FIN2300 Introduction to Personal Finance

Establishing and maintaining healthy personal financial affairs are important steps towards overall success in life. Through self-study of text material, review questions, self-test quizzes, assignments and a final examination, students acquire knowledge and skills concerning credit and debt, home
ownership and mortgages, the savings challenge, government programs to encourage saving, fixed-income and equity investments, mutual funds, budgeting and financial planning, retirement strategies, public and private pensions, business ownership and insurance.

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

**GED0476 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

**GED1896 The Middle East: an Understanding of Media Sources and Their Impact**

We live in an age in which influential messages about pressing events and social issues are delivered through mass media. Therefore, it is essential that people consciously analyze and evaluate media messages when interpreting history and current events. Students seek out current, accurate and credible sources of information and examine the influence that media messages have on their understanding of the world. Through the analysis of readings and audio and video materials, students develop critical-thinking skills while gaining an understanding of historical and current events in the Middle East.

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

**GED5002 Victimology**

An increased awareness of the ripple effect of crime has given rise to victimology as a significant field of study. Students investigate victims of crime and the impact that crime has on their lives, their families and society by studying the history of victimology and the victims' movement, the nature and extent of victimization, its emerging theories and resulting legislation. In addition victims’ services, accessibility to services, rights of the victim and the victim in the criminal justice system are examined. Students also learn about crime in the workplace, schools, and campuses and the importance of recognizing those at risk.

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

**GED5003 The Science of Play**

Toys and games, key components of play, have evolved from homemade trinkets to highly engineered items in a multi-billion-dollar industry. Students explore the connections between technology and play, specifically the benefits, drawbacks and ethical implications of toy and game design. Case studies allow students to consider familial, cultural, sociological, and other influences upon toy and game design over the last century. Through discussion, analysis and workshops, students move towards designing their own toy or game, or modifying an existing one.

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

**GED5004 Living Green**

The need to lead healthy, environmentally conscious lives is increasingly important. Students acquire the practical knowledge and skills required to explore current environmental challenges and identify personal plans for living in an environmentally responsible manner. Through a combination of assignments, discussion boards, and quiz work, students investigate the history and development of current environmental concerns, the environmental impact of our choices and behaviours, and strategies involved in living green.
GED5005 Greek Mythology

Students explore intriguing characters, important places and famous myths of Classical Greece. By examining a variety of popular myths, students discover how the Ancient Greeks crafted narratives of gods, goddesses, monsters, and heroic figures to make sense of their lives and the world around them. Using examples from art, science, and industry, students examine how these epic stories from oral tradition have endured and continue to influence contemporary society.

GED5006 World Religions

In Canada, society embraces people from many cultures of the world. By exploring different religious beliefs about the world, the individual, the meaning of life and death, and how individuals are encouraged to conduct themselves, students begin to appreciate the underlying forces that shape followers' lives. Students explore the history and basic teachings of six of the major religions of the world: Hinduism, Buddhism, Judaism, Christianity, Islam, and the Baha'i Faith. Each religion's distinctive features are highlighted, while their similarities and shared values are examined. Students have the opportunity to broaden their worldview through an exposure to divergent religious traditions.

GED5009 Digging Into Ancestral Roots

Students are encouraged to become amateur genealogists, recording their past for future generations using the modern tools of science and technology. Students examine how scientists use DNA evidence to trace one's origins back to the beginning of humankind's existence, and to determine how contemporary individuals might be related to one another. By examining microfilm technology and computer databases that store and retrieve data about their ancestors, students uncover data, such as birth, death, marriage records and land transactions. Through discussion forum activities and individual research, students retrieve family records and examine privacy issues associated with putting one's family tree online. The final product is a four-generational family tree supported by genealogical evidence.

GED5200 Learning Disabilities, the Invisible Disability

Students increase their awareness of, and sensitivity to, persons with learning disabilities in social, educational and work settings. The field of learning disabilities is introduced through an historical overview, definitions, characteristics, and various models of the causes of learning disabilities. Students learn about the impact learning disabilities have on people's day-to-day lives and the strategies that may be used to compensate for them. Activities include group work, independent research, reflection and case studies. Students are encouraged to share personal experience and knowledge.

GED5300 The Science of Everyday Life

The mysteries of science surround us constantly and play a significant role in everyone's daily life regardless of their level of awareness. Familiarity with the basic concepts of science in disciplines such as biology, physics, and chemistry, helps students better understand the world in which they live, the attitudes and opinions of those with whom they interact, and the reasons why many things happen. By examining everyday occurrences, students are introduced to scientific ways of thought.
and to problem-solving methods used by scientists. A background in science and math is not required.

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

GED6022 A Sense of Humour
Humour is a universal tool of communication and social influence. Students survey the development, use, and value of humour in Canadian visual and creative arts. Varieties of humour, such as irony, satire and farce are positioned in the context of Canadian culture to enhance the student's appreciation of humour and self-awareness.

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

GEN1001 Ethics: What Is the Big Deal?
In today's society there is increasingly more attention focused on questions of right or wrong, good or evil. Ethical issues relating to a wide variety of concerns are examined. Students clarify their own moral values and explore how these values impact the course of their lives. Students practise using tools and decision-making models to deal with personal and professional dilemmas.

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

GEN1957 Science Fiction
Science fiction is both a major genre of popular entertainment and an effective mode of social commentary. Students explore the formal conventions and the history of the genre, analyze a representative range of science fiction, and develop their critical appreciation of the role and place of science fiction in society. In addition to writing reflective and analytical assignments, students have an opportunity to create their own piece of science fiction.

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

GEN2000 Multiculturalism in Film
Since becoming policy in Canada in 1971, multiculturalism has been an important part of Canada's cultural identity. Through viewing and reflecting on a series of films, students enhance their understanding of multiculturalism, as well as the values and representations of multiculturalism, both positive and negative, that the films present. Among the issues covered are immigration, refugees, ethnic enclaves, the "Quebec question", Indigenous relations, racism and ethnic violence.

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

GEN2003 Healthy Lifestyle
Are you eating healthy foods? Do you exercise regularly? Do you know how to prevent injuries and disease? These are some of the skills necessary to live a healthy lifestyle. Through self-evaluation, weekly journals, and hands-on exercises students assess their personal lifestyles and learn how to improve them.

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

GEN2007 Community Service
Volunteerism not only benefits a community; it can broaden the worldview of the volunteer. Students who give their time and energy to a particular cause, gain an opportunity to reflect on
the value of the volunteer in contemporary society. Through research and discussion, students consider different types of volunteer settings, trace the history of volunteer organizations, examine the various roles volunteers play within society and reflect on ethical issues.

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

HIS0001 Saints and Heroes: Shining a Spotlight on the 'Dark Ages', Europe A.D. 410-1096

When the mighty Roman Empire began to collapse, it was attacked from all directions by Barbarian armies. The resulting turmoil caused Europe to sink into a period of social and political upheaval known as The Dark Ages. However, during these troubled times, extraordinary warriors and missionaries emerged whose profound influence has played a vital role in shaping what has become our modern world. Students examine the social, political, intellectual, and economic history of this era and explore its enduring impact on modern Western society.

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

HIS2000 Good Times and Bad - 70 Years in the Life of Canada

During the 70 years from 1897 to 1967, Canadians experienced times of prosperity and progress, as well as periods of depression and war. There were times of optimism and moments of crisis. Through it all Canadians built a nation and contributed to the world's development. Students explore the political framework of Canada, recurring social issues, and the place of Canada in the world.

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

HOS2228 Wine, Food and Culture

An understanding of culture can be discovered by exploring eating and drinking customs. Students experience a virtual global tour, exploring culture, history and traditions through the lens of wine and food. Students acquire a sense of the customs of their culture and those of others. Through comparison, observation, discussion, and reflection, students discover something found in all cultures: the importance of food and drink.

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

HOS2288 The Dinner Party

Table manners are as unique to a culture as the foods they eat - how people eat varies widely from country to country. Participants in this course explore the culture and customs of international dining practices. Through investigation, discussion and reflection, participants have the opportunity to raise their own and each other's awareness and sensitivity to different cultural behaviours and customs. Over scheduled lunches and dinners, participants consider the influence of culture, society, religion, geography and history on dining practices around the world.

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

LIB1982 Reading for Recreation

Reading gives us knowledge and new ideas to draw from in the future. It tones the mind in ways similar to the way exercise tones the body. As a result, time spent in reading for recreation has benefits beyond the immediate appreciation of the text. Students examine appeal factors of various genres of fiction and non-fiction by reviewing the history and classics of each genre, considering the therapeutic values of reading, and examining recent trends in online reading and publishing.

Prerequisite(s): none
Corerequisite(s): none
MGT7330 Trends in Today's Workplace

In today's culture of work, every employee needs to be knowledgeable about current trends and issues in the workplace. Students explore emerging issues facing employees in today's technology-driven workplace and investigate the realities of social networking, diversity in the workplace, and work mobility.

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

MVM8800 The Impact of the Car on North American Culture

Students explore the social, economic, political, and environmental impact of the automobile on North American lives. Through a combination of assignments, discussion boards, and quiz work, students study the history of the automobile, from its introduction to the present day. Doing so allows students to track the changes the car has introduced to manufacturing, lifestyles, design principles, transportation systems, the environment, labour-management negotiation, and economic organization.

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

PSI0003 Globalization and Sustainability

The rapid growth of the global economy raises fundamental questions: How do trade and politics affect development and the environment? What are the effects of free trade and the rise of multinational corporations on local cultures? What are the effects of the "clash of cultures" produced by international travel, migration, and new social, collaborative technologies that send film, books, television, music and other "proprietary" content spinning around the world instantly? Is globalization environmentally sustainable? Students examine these and other questions and analyze the day-to-day choices raised by globalization in an increasingly interconnected world.

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

RAD2001 Popular Culture

One dictionary definition of popular culture is the "totality of socially transmitted behaviour patterns, arts, beliefs, institutions, and all other products of human work and thought." This definition allows us great freedom and scope. Students examine recent North American popular culture including trends, fads, styles, theories and the cult of the new. By exploring our perceptions of culture and the trivialization of society, students begin to appreciate how the media has relentlessly helped to shape today's values. Through online research, assigned readings, and participation in self-directed learning, students critique popular culture's place in North American society, concentrating on their decade of choice.

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