



EFFECTIVE: JANUARY 2010 CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **January 2010**

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

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision: **22 October 2009**
29 September 2009

C: **CYCC 4471** D: **Leadership in Child and Youth Care** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course introduces students to leadership in the CYCC field. Students will learn the history of leadership as a concept, how leadership works in social services, basic leadership skills and leadership challenges.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Discussion Number of Contact Hours: (per semester for each descriptor) 60 hours Number of Weeks per Semester: Flexible delivery ranging over 2 to 15 weeks	H: Course Prerequisites: None	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite None	
	K: Maximum Class Size: 30	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)		

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

- 1. Explain and demonstrate an understanding of:**
 - **The importance of one's own values in being a leader**
 - **Employee motivation**
 - **Work place communication**
 - **The importance of organizational structure**
- 2. Demonstrate an understanding of and be able to speak to:**
 - **Organizational change**
 - **Organizational culture**
 - **Use of power in the workplace**
 - **Team dynamics**
- 3. Demonstrate how to deal with workplace conflict and how to do negotiation**
- 4. Be able to demonstrate decision making in a leadership situation**
- 5. Demonstrate how evaluation is used for employees for programs and for agencies.**

N: Course Content: The following global ideas guide the design and delivery of this course:

- **Child and youth care practitioners are often put into formal and informal leadership roles**
- **Understanding of leadership helps in the transition from line worker to leader.**
- **Leadership is closely linked with individual values, behaviours and beliefs. An understanding of this link is critical to successful CYCC leadership.**
- **Leadership is linked to individual values across the following areas: emotions, stress, motivation, performance and creativity.**
- **Leadership in CYC is often formal in team situations. In order to be an effective team leader, CYC practitioners need to have an understanding of team dynamics and communication in teams.**
- **CYC leaders need to understand the role of power in leadership and how power relates to conflict and negotiation in the workplace.**
- **Leadership is also found in organizations. CYC workers should be able to identify how leadership works in organizational settings and how organization structure influence leadership.**
- **Given the fluid nature of government, CYC leaders need to understand how organization change takes place.**
- **Leadership in social services and in education is influenced by government and politics and as such, has enormous influence in all CYC leaders working in social services.**
- **Understanding balance and self-care is important in sustaining leadership.**

O: Methods of Instruction

- **Lecture**
 - **Group work**
 - **Student presentations**
- This is a graded course.**

P: Textbooks and Materials to be Purchased by Students

T.B.A.

Q: Means of Assessment:

This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:

- **Written assignments**
- **Testing**
- **Presentations**

This is a graded course.

R: Prior Learning Assessment and Recognition.

This course is not available for PLAR at this time as a PLAR version has not been developed.

Course Designer(s): **Bruce Hardy**

Education Council / Curriculum Committee Representative

Dean: **Gary Tennant**

Registrar