

Course Information

Date: 1 December 1997

A: Division: Instructional Division
 B: Dept.: Child, Family and Community Studies
 Program: Child, and Youth Care Counsellor

New Course: x
 Revision of Course Information form: x
 Dated:

C: CFCS 264 D: Community Practice: Working with Street Youth E: 3 Credits

Subject & Course No. Descriptive Title Semester Credit

F: **Calendar Description:** This course is specifically designed for individuals who plan to work with street youth. Reasons for street involvement, current definitions and stereotypes will be examined and demystified. Students will develop a clear picture of the risks and realities children and youth on the streets confront on a daily basis. The strengths of young people who are street-involved will be highlighted. Respect for the rights of street-involved youth will be emphasized. Harm reduction and other strategies to make life on the streets safer will be examined. The concepts of advocacy and community responsibility will be promoted.

Summary of Revisions: (Enter date & section)
 Eg: Section C,E,F

G: **Type of Instruction: Hours per Week / per Semester**

Lecture\Practice:	60	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:		Hrs.
Total:	60	Hrs.

H **Course Prerequisites:**
 CFCS 110, CFCS 120

I: **Course Corequisites:**
 CYCC 220

J: **Course for which this Course is a Prerequisite:**
 Nil


K **Maximum Class Size:**
 30

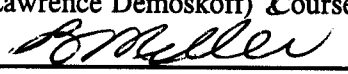
L: College Credit Transfer
 College Credit Non-Transfer

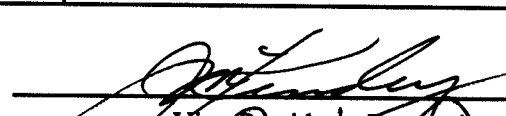
Non-Credit

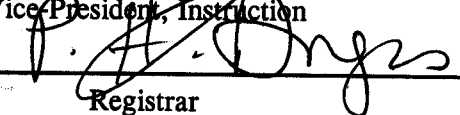
M **Transfer Credit:** Requested:
 Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:
 U.B.C.
 S.F.U.
 U. Vic.
 Other:


 (Lawrence Demoskoff) Course Designer


 Dean


 Vice-President, Instruction


 Registrar

N. Textbooks and Materials to be Purchased by Students:
(Use Bibliographic Form):

Working With Street Youth, A Resource Manual Watari Research Association, 1994.

Major Concepts: *global ideas that guide the design and delivery of the course*

1. A common understanding of the term street-youth is required in order to develop and deliver services.
2. Children who leave home do so for a variety of reasons. They leave because they have an important and credible reason for leaving.
3. The safety and well-being of children and youth on the street is at risk.
4. The community, composed of professionals and members of the public, is accountable for its children and therefore:
 - a) has a responsibility for the existence of children on the street and for their protection; and,
 - b) in carrying out its responsibility to these children, the community must be flexible in developing and providing effective services and alternatives.
5. It is important to understand what is street myth and what is street reality.
6. One of a worker's greatest resources is self awareness. An ability to recognize:
reasons for choosing the work
personal strengths and limitations
biases and prejudices
is vital to effectively work with these children/youth.
7. Children/youth who are on the street have the same rights as any other child or youth in our society. Workers should know these rights and be vigilant in promoting their application.
8. Resiliency and the spirit of youth on the streets must be respected and utilized in their best interests. Street youth should be supported in utilizing these strengths in their best interests.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation

Course will be graded on a Mastery/Non-mastery basis.