



New Brunswick Indigenous Career College

75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9
Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

*"Your Training – Your Future,
Soar to New Heights"*

Human Services Counsellor Diploma Program

Course Title: 101 Relating to Self

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Exploring Self and Personal Growth course invites students on a transformative journey of self-discovery, self-awareness, and personal development. Through a combination of introspective exercises, interactive discussions, reflective practices, and experiential activities, students will gain a deeper understanding of themselves, their values, strengths, and areas for growth. This course empowers students to cultivate a positive self-image, enhance emotional well-being, and make meaningful life choices.

Learning Outcomes:

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

1. Self-Concept and Self-Esteem:

- Compare and contrast self-concept and self-esteem, identifying factors that influence each.

2. Interpersonal Communication:

- Demonstrate a comprehensive understanding of interpersonal communication, including the communication process and effective communication techniques.
- Create and apply a communication model that integrates traditional and contemporary societies, with a focus on the impact of choices on individuals and elders.

3. Cultural Knowledge and Storytelling:

- Collect and communicate stories from elders, understanding the role of oral tradition in both traditional and contemporary societies.
- Research and articulate the significance of Aboriginal languages in solidifying identity and preserving culture.

4. Healing and Self-Understanding:

- Research and describe the role of medicine wheels, sacred trees, and talking circles as tools for inner healing.
- Explore community structures and demonstrate an understanding of the historical context of Aboriginal communities.

5. Emotional Awareness and Behavior:

- Discuss the range of emotions and their expression within both non-Native and Aboriginal cultures.
- Demonstrate an understanding of how emotions influence behavior, and create strategies for managing stress effectively.

6. Comparison of Cultural Values and Needs:

- Compare Maslow's hierarchy of basic needs with teachings from Aboriginal culture, highlighting similarities and differences.
- Research traditional methods of transmitting values in both Aboriginal and non-Aboriginal cultures and examine the influence of residential schools on these processes.

7. Healing the Child Within:

- Describe the necessary steps involved in the healing process of the inner child, drawing from both contemporary psychological practices and traditional Aboriginal teachings.
- Note: This course overview provides a comprehensive framework and can be adapted to align with the specific needs and context of the educational institution and students. It is recommended to regularly update the content to reflect current trends and emerging practices in self-exploration and personal growth.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

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Plagiarism

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Human Services Counsellor Diploma Program

Course Title: 102 Relating to Others

Course Length: 30 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

The Relating to Others course offers a comprehensive exploration of interpersonal communication, relationship dynamics, and effective interaction strategies. Through a combination of theoretical understanding, practical skill development, experiential activities, and reflective practices, students will enhance their ability to establish and maintain healthy relationships, navigate conflicts, and communicate effectively with diverse individuals and groups. This course empowers students to foster positive connections and contribute to harmonious interactions in various personal and professional contexts.

Course Overview:

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

1. Effective Communication:

- Demonstrate the ability to communicate effectively with children, parents, coworkers, and other professionals in both written and verbal forms.

2. Impact of Feedback:

- Understand and analyze the effects of both positive and negative feedback on oneself and others, within both traditional and contemporary contexts.

3. Spirituality and Cultural Understanding:

- Comprehend the role of spirituality as it relates to various cultural practices, including all Indigenous-cultures. (Maliseet, micmaq and Passamaquoddy)

4. Values and Perception:

- Describe the process of acquiring values and the ways in which individuals perceive others, as well as how personal values are developed and influenced.

5. Essay Writing Skills:

- Demonstrate proficiency in the essay writing process, from conducting research to producing a final copy, including the correct use of footnotes and bibliography.

6. Resume and Cover Letter Development:

- Develop a personal résumé and cover letter that effectively highlights qualifications and experiences relevant to professional roles.

7. Arts and Crafts Knowledge:

- Acquire knowledge of traditional and contemporary arts and crafts created in New Brunswick, understanding their cultural significance.

8. Community History Research:

- Compile a report on the history of their own community by interviewing elders and other knowledgeable individuals within their First Nations or chosen community.

9. Understanding Parental Behavior:

- Demonstrate an understanding of parental behavior and effective communication strategies for addressing parents' concerns and problems.

10. Parental and Professional Communication:

- Develop effective communication tools for engaging with parents and other professionals, including letters, newsletters, bulletin boards, and home or community visits.

11. Higher Needs and Interpersonal Relationships:

Develop an understanding of higher-level needs as they relate to other people, particularly in the context of relationships and community dynamics.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Human Services Counsellor Diploma Program

Course: 103 Inclusive Interpersonal Communications Course

Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description:

Inclusive Interpersonal Communications enables the student to develop interpersonal communication skills to enhance their professional and personal relationships. We also expect students to clearly evaluate their own values, beliefs, and attitudes that influence their interpersonal communication.

Learning Outcomes

Upon completion of this course the students will be able to

- Describe effectively interpersonal communication
- Have understanding of why we need interpersonal communication
- How to improve communication skills
- Understand communication road blocks
- Understand communication and behaviors
- Have a complete understanding of culture and interpersonal communication
- Perception of self and others
- Understanding the 5 types of interpersonal messaging
- Understanding of interpersonal relationships

Textbooks required:

An introduction to human services (pg. 196-221/ pg. 127,144,76 & 77)

Activity/Assessments

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Human Service Counsellor Program

Course: 104 Observation and Recording in Human Service Counseling

Course Length: 75 Hours (2 weeks course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course focuses on developing essential skills for observation and recording in the field of human service counseling. Students will learn how to effectively observe counseling sessions, record important information, and provide constructive feedback to counselors. The course emphasizes ethical considerations, cultural sensitivity, and communication skills in the observation and recording process.

Course Objectives:

By the end of this course, students will be able to:

1. Understand the importance of observation and recording in human service counseling.
2. Develop effective observational skills.
3. Create accurate and detailed records of counseling sessions.
4. Provide constructive feedback to counselors based on observations.
5. Demonstrate cultural sensitivity and ethical considerations in the observation and recording process.

Course Outline:

Module 1: Introduction to Observation and Recording

- Definition and importance of observation and recording in counseling.
- Ethical considerations and confidentiality.
- Introduction to the observation and recording form.

Module 2: Developing Observational Skills

- Active listening and non-verbal communication.
- Identifying verbal and non-verbal cues.
- Practice exercises.

Module 3: The Observation Process

- Planning the observation.
- Conducting an observation.
- Recording initial observations.

Module 4: Cultural Sensitivity and Diversity

- Understanding cultural sensitivity in counseling.
- Recognizing biases and stereotypes. - Promoting diversity and inclusivity.

Module 5: Recording Techniques

- Note-taking and data recording.
- Structuring observation notes.
- Effective use of recording tools.

Module 6: Providing Constructive Feedback

- Guidelines for delivering feedback to counselors.
- Positive reinforcement and constructive criticism.
- Role-play scenarios.

Module 7: Ethical Considerations in Observation

- Ethical dilemmas in observation and recording.
- Confidentiality and consent.
- Legal and ethical standards.

Assignment:

1. Video Analysis:

- Choose recorded counseling sessions or use online resources that provide counseling role-play scenarios.
- Watch the video and focus on observing the counselor's and client's verbal and non-verbal cues.
- Pause the video at key moments to note down your observations regarding body language, tone of voice, facial expressions, and the content of the conversation.
- Compare your observations with those of peers or a mentor and discuss any disparities.

2. Role-Play Scenarios:

- Partner with a peer, colleague, or fellow student to engage in role-play counseling sessions.
- One person plays the counselor, while the other plays the client.
- Record the role-play sessions, and afterward, review and discuss the observations. Pay attention to how closely the observed cues align with the intended roles and objectives.

3. Listening Exercises:

- Listen to podcasts, interviews, or recorded conversations between people.
- While listening, practice identifying verbal cues such as emotions, needs, and goals.
- Pay attention to the speaker's tone, pitch, and pacing to identify emotional nuances.

4. Silent Observation:

- Spend time in a public place, such as a park or café, and quietly observe people without their knowledge.
- Note their body language, interactions, and any non-verbal cues that you can perceive.
- Try to interpret what might be happening in their interactions based on your observations.

5. Cultural Sensitivity Exercise:

- Explore videos or documentaries showcasing interactions from different cultures.
- Observe and analyze how cultural norms and non-verbal cues manifest in these interactions.
- Reflect on the importance of cultural sensitivity in counseling.

6. Feedback and Self-Reflection:

- After each practice exercise, take time to reflect on your observations. What did you notice, and what did you miss?
- Seek feedback from peers, mentors, or supervisors. Discuss your strengths and areas for improvement.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 105 Professional Communications

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course is designed to prepare students to use effective written communication, as a professional in the fields relating to the Human Service Worker Certificate. This course focuses on specific types of writing used in the field of human service work, such as letters, assessments, marketing, using social media and writing proposals. We explore the challenges and benefits of using new technologies for communication and the changing culture of professional communication.

Learning Outcomes

Upon completion of this course the students will be able to

- Understand specific types of writing used in the field of human service work
- Demonstrate an understanding of how to write a formal letter
- Demonstrate an understand of assessments and marketing
- Understand and apply appropriate use of social media
- How to write an effective proposal
- Have an understanding of new technology used for communication
- Have an understanding in the change of cultural professional communication

Textbook Required: An Introduction to Human Services (chapter 5&6)

Activity/Assessments

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Human Services Counsellor Diploma Program

Course: 106 Roles and Responsibilities in Human Services

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

HSC 106 introduces you to the practice of social work, including a critical examination of the ethics, values and historical development of the social work profession. Students learn a variety of models and theories of social work practice and examine how they can be applied to diverse populations.

Learning Outcomes

Upon completion of this course the students will be able to

- Have a full understanding of the practice of social work
- An understanding of ethics, values and historical development of the social work profession
- Learn and understand a variety of models and theories of social work practice
- Understanding of how all these topics can be applied to a diverse population

Textbook required: An Introduction to Human Services (chapters 1/2/3/4)

Activity/Assessments

Attendance: 20%

Participation Mark: 20%

Assignment: 40%

Test/Quiz: 20%

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Human Service Counsellor Program

Course: 107 Trends and Issues in Human Services

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

HSC 107 is a critical introduction to the study of Canadian Social Welfare Policy and the structure of social services in Canada. The objectives and context of social welfare are presented and examined using different ideologies and discourses.

Learning Outcomes

Upon completion of this course the students will be able to

- They will have an understanding of the Canadian social welfare policy
- Understanding of the structure of social services in Canada
- To examine the context of social welfare using different ideologies and discourses

Handouts:

1. Overview of Canadian social policy, by Melanie Hess
2. A new social care act for Canada; the Canadian association of social workers

Activity/Assessments

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Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 108 Health & Wellness

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

Discover the path to holistic health and wellness through this comprehensive course. Learn to nurture your physical, mental, and emotional well-being as you embark on a transformative journey towards a healthier and happier life. This course covers a wide range of topics, providing you with the knowledge, tools, and practices to achieve a balanced and vibrant state of health and wellness.

Learning Outcomes

Module 1: Introduction to Holistic Health and Wellness

- Understanding the concept of holistic health
- The interconnectedness of physical, mental, and emotional well-being
- Setting goals for your well-being journey

Module 2: Nutrition and Dietary Choices

- The importance of a balanced diet
- Nutrient-rich foods and their benefits
- Meal planning and mindful eating

Module 3: Exercise and Physical Fitness

- Incorporating regular physical activity into your life
- Types of exercises for strength, flexibility, and cardiovascular health
- Creating a personalized fitness plan

Module 4: Stress Management and Mental Health

- Identifying stressors and their impact on well-being
- Stress-reduction techniques
- Building resilience and emotional intelligence
- Burnout

Module 5: Sleep and Rest

- The significance of quality sleep
- Sleep hygiene and optimizing your sleep environment
- Relaxation techniques for better rest

Module 6: Mindfulness and Meditation

- Practicing mindfulness in daily life
- Different forms of meditation
- Cultivating a mindful and peaceful mindset

Module 7: Building Healthy Relationships

- The importance of social connections
- Effective communication and conflict resolution
- Nurturing supportive relationships

Module 8: Self-Care and Self-Compassion

- Prioritizing self-care practices
- Learning to be kind to yourself
- Developing a self-compassionate mindset

Module 9: Holistic Approaches to Healing

- Integrating alternative therapies and holistic approaches
- Acupuncture, yoga, aromatherapy, and more
- Assessing what works for you

Module 10: Creating Your Wellness Plan

- Setting long-term wellness goals
- Developing a personalized wellness plan
- Evaluating progress and adapting as needed

Assessment and Certification:

- Quizzes and assignments throughout the course
- Final project: Create your personalized wellness plan

This comprehensive course aims to empower individuals to take control of their health and well-being through a holistic and sustainable approach. It equips you with the knowledge and practical skills needed to lead a healthier, happier, and more balanced life.

Textbook Required: Health the Basic (parts 1-6)

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 109 Families

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course provides early childhood educators and human service workers with an in-depth understanding of the diverse nature of families, the issues and challenges that can be barriers to family health, and how to assist in building skills to work collaboratively to support families.

Learning Outcomes

Upon completion of this course the students will be able to

- Students will have an in-depth understanding of the diverse nature of families
- An understanding of issue and challenges that could be barriers to family health
- Will obtain knowledge to in assist building skills to work collaboratively with families

Textbook Required: The Family Dynamic (chapters 1/2/3/4/13/14/15)

Activity/Assessments

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Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 110 Guiding Across the Lifespan

Course Length: 60 Hours (2 weeks course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course focuses on effective ways to guide and understand the needs and behaviours of children, youth and adults. Learners will also explore the influences that inform their own behaviour and reflect on how these influences impact their understanding of themselves. A variety of theoretical, developmental and experiential perspectives will be explored.

Learning Outcomes

Upon completion of this course the students will be able to

- An understanding of need of behaviours of children, youth and adult
- Learn effective ways to guide children, youth and adults
- Have an understanding of influences that effect our own behaviour and their impact
- Basic understanding of life span perspective
- Understanding of biological beginnings
- An understanding Physical development and biological aging
- Health of children, youth and adults
- An understanding motor sensory and perceptual development

Textbook Required: A Topical Approach to Life-span Development (chapters 1-5)

Activity/Assessments

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Assignment:	40%
Test/Quiz:	20%

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*"Your Training – Your Future,
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Human Service Counsellor Program

Course: 111 Counselling Skills

Course Length: 60 Hours (2 weeks course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course introduces students to introductory interviewing and counselling skills that are needed for developing rapport, trust, and empathy in relationships with the clients they serve. Students develop skills in using invitational strategies, reflecting feelings and content, summarizing information, challenging perceptions, conducting assessments, and goal setting. Throughout the course there is an emphasis on self-reflection and self-evaluation.

Learning Outcomes

Upon completion of this course the students will be able to

- Introduction to interviewing and counselling skills
- Will learn how to develop rapport, trust and empathy with clients
- Will develop skills using invitational strategies reflecting feelings and content
- They will learn how to summarize information
- They will learn how to challenge perceptions
- Conduct assessments
- Learn goal setting
- Learn how to self-reflect and self-evaluate

Textbook: A topical Approach to Life-span Development (chapters 6-13) Assignments to be determined.

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

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Human Service Counsellor Program

Course: 112 Lifespan Development

Course Length: 60 Hours (2 weeks course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course explores the development of humans from conception to death. It includes physical, cognitive and psychosocial developmental domains. Students preparing to work in careers that involve other people need to clearly understand the complex, dynamic process of development throughout a person's lifespan. This knowledge can provide students with insight into their own development and the development of those they will encounter in their personal and professional lives.

Learning Outcomes

Upon completion of this course the students will be able to

- Have an understanding of the development of humans from conception to death
- Understanding of physical, cognitive and psychosocial developmental domains Understanding of the dynamic complex process of development throughout a person's life-span
- Will develop insight into their own personal development
- Understanding of the development of those they will encounter both personally and professionally

Textbook Required: A topical Approach to Life-span (chapters 14-17)

Assignment 1: Life Map

Objective: Explore physical, cognitive, and psychosocial development from conception to death, reflecting on personal and professional implications.

Task:

1. Create a timeline of significant events and milestones in your life, starting from conception (or earliest memory if conception is unknown) to the present.
2. Reflect on how physical development (e.g., growth, puberty, aging), cognitive development (e.g., language acquisition, problem-solving abilities), and psychosocial development (e.g., forming relationships, identity development) have influenced your life journey.
3. Analyze how insights gained from personal development can inform professional practices, such as understanding clients' diverse developmental trajectories in counseling or educational settings.

Assignment 2: Developmental Case Study

Objective: Investigate the development of an individual from conception to death, considering physical, cognitive, and psychosocial aspects, and apply findings to professional contexts.

Task:

1. Select an individual (real or fictional) and conduct research or create a hypothetical profile detailing their life events and developmental milestones.
2. Analyze the individual's physical development (e.g., health conditions, motor skills), cognitive development (e.g., educational achievements, cognitive abilities), and psychosocial development (e.g., relationships, emotional well-being) across different life stages.
3. Discuss the implications of this case study for your professional field, considering how understanding diverse developmental trajectories can inform interventions, policies, or practices.

Assignment 3: Developmental Observation and Reflection

Objective: Observe and reflect on the development of individuals across the lifespan, integrating personal insights with professional implications.

Task:

1. Choose three individuals representing different life stages (e.g., child, adolescent, adult) and observe their behaviors, interactions, and developmental milestones over a specified period.
2. Document your observations, noting physical changes, cognitive abilities, and psychosocial dynamics exhibited by each individual.
3. Reflect on similarities and differences between your observations and your own developmental journey, considering how insights gained can enhance your professional practice (e.g., understanding generational differences in workplace dynamics, tailoring educational approaches to diverse learners).

These assignments encourage students to reflect on their own development while also considering how developmental insights can inform their future professional endeavors.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 113 Disability Studies

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course is designed to introduce students to relevant physical, mental, emotional, and health conditions that might result in disability. The causes, interventions and effects of a disabling condition on the individual, family, and community are examined as well as changing values and practices. We explore the impact of poverty, deinstitutionalization, unemployment, and isolation on the lives of people labeled as disabled. This course focuses on specific disabling conditions prevalent in the field of human service.

Learning Outcomes

Upon completion of this course the students will be able to

- They will have an understanding of the relevant physical, mental and emotional health conditions that might result in disability
- Have an understanding the causes interventions and effects of a disabling condition on the individual community
- Have an understanding of changing values and practices
- Have an understanding of the impact of poverty
- Have an understanding of deinstitutionalization
- Have an understanding of unemployment and isolation of the people labeled disabled
- With a main focus of specific disabling condition prevalent to Human Services

Textbook required -The Family Dynamic (chapter 1 pg. 1-13, chapter 2 pg. 25-56, chapter 9 pg. 247-266, chapter 13 pg. 347-366, chapter 14 pg. 367-402, chapter 15 pg. 403-420, chapter 16 421-433)

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 114 Conflict Resolution in the Human Service Field

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course provides an in-depth exploration of conflict resolution strategies within the context of the human service field. Students will examine various theories, models, and techniques for effectively managing conflicts that arise in professional settings. Emphasis will be placed on understanding the dynamics of conflict, communication skills, mediation, negotiation, and ethical considerations.

Course Objectives:

1. Understand the nature and dynamics of conflicts in the human service field.
2. Analyze different theoretical frameworks for understanding conflict.
3. Develop effective communication skills for conflict resolution.
4. Explore mediation and negotiation techniques for resolving conflicts.
5. Examine the role of cultural competence in conflict resolution.
6. Identify ethical considerations and boundaries in conflict resolution practices.
7. Apply conflict resolution strategies to case studies and real-life scenarios.
8. Reflect on personal conflict resolution styles and areas for growth.

Course Outline

1: Introduction to Conflict Resolution

- Overview of conflict resolution in the human service field
- Types and sources of conflicts
- Theoretical frameworks for understanding conflict (e.g., social identity theory, conflict resolution models)

2: Communication Skills for Conflict Resolution

- Effective communication techniques
- Active listening and empathy
- Nonverbal communication cues in conflict situations

3: Mediation and Negotiation

- Principles and processes of mediation
- Negotiation strategies and tactics
- Role-playing exercises and simulations

4: Cultural Competence in Conflict Resolution

- Cultural factors influencing conflicts
- Strategies for culturally sensitive conflict resolution
- Case studies and discussions on cross-cultural conflicts

5: Ethical Considerations in Conflict Resolution

- Ethical principles and codes of conduct
- Confidentiality and privacy in conflict resolution
- Handling conflicts of interest and power dynamics

6: Applying Conflict Resolution Strategies

- Case studies analysis
- Role-playing scenarios
- Group discussions and peer feedback

7: Conflict Resolution in Practice

- Reflections on applying learned strategies in real-world contexts

8: Personal Reflection and Integration

- Self-assessment of conflict resolution styles
- Action planning for personal and professional growth
- Final reflections and course wrap-up

Assessment:

- Participation in class discussions and activities
- Written assignments (e.g., case analyses, reflection papers)
- Group presentations
- Final project or exam

Activity/Assessments

Attendance: 20%

Participation Mark: 20%

Assignment: 40%

Test/Quiz: 20%

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Human Service Counsellor Program

Course: 115 Crisis Intervention

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course provides the student with an introduction to the theory and practical day to day procedures of crisis intervention. Students may be exposed to crisis topics common to a variety of helping profession disciplines, including counselling, education, and social work.

Learning Outcomes

Upon completion of this course the students will be able to

- Have an understanding of theory and day to day procedures of crisis intervention
- You'll be exposed to crisis topics common to a variety of helping disciplines
- You'll be exposed to counselling education and social work
- Have an understanding of intervention plan, service plans and transition plan
- Implementation of the plan
- Have an understanding of basic procedures of chaining together a plan

Non-violent Crisis Intervention Training

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 116 Introduction to Mental Health Issues for Issues Children and Youth

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course uses a strengths-based approach to working with children and youth with mental health concerns. This course introduces students to the most commonly diagnosed mental illnesses, the direction for interventions, and the professionals presently working in the mental health field.

Learning Outcomes

Upon completion of this course the students will be able to

- Will learn strength based approach to working with children and youth with mental health concerns
- Students will learn the most commonly diagnosed mental illness Students will learn direction for intervention
- Students will learn about the professionals currently working in the mental health field

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 117 Exploring Issues in Adolescence

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This comprehensive course delves into the multifaceted challenges and opportunities that characterize the adolescent phase of human development. Students will examine a range of issues, including identity formation, peer relationships, mental health, and societal influences. Through a combination of theoretical frameworks, case studies, and contemporary research, participants will gain a deeper understanding of the complexities surrounding adolescence. The course aims to equip students with the knowledge and critical thinking skills necessary to navigate and contribute positively to the lives of adolescents in various contexts.

Learning Outcomes

Module 1: Introduction to Adolescence

- Overview of Adolescent Development
- Biological and Cognitive Changes
- Theories of Adolescent Development

Module 2: Identity Formation

- Self-concept and Identity
- Cultural and Gender Influences
- Role of Family and Peers in Identity Development

Module 3: Social Dynamics

- Peer Relationships and Friendships
- Social Media and its Impact
- Bullying and Peer Pressure

Module 4: Mental Health and Well-being

- Common Mental Health Issues in Adolescence
- Strategies for Coping and Resilience
- Importance of Seeking Support

Module 5: Family Dynamics

- Parent-Adolescent Relationships
- Communication and Conflict Resolution
- Family Influence on Adolescent Behavior

Module 6: Societal Influences

- Media and Advertising
- Societal Expectations and Pressures
- Impact of Technology on Adolescents

Module 7: Educational Challenges

- Academic Stress and Pressure
- School Environment and Relationships
- Career Exploration and Decision-Making

Module 8: Risk-Taking Behaviors

- Substance Abuse
- Risky Sexual Behaviors
- Strategies for Prevention and Intervention

Module 9: Global Perspectives on Adolescence

- Cross-cultural Variances in Adolescent Experiences
- Global Challenges Affecting Adolescents
- Cultural Competence in Working with Adolescents

Module 10: Advocacy and Support

- Youth Advocacy and Empowerment
- Support Systems for Adolescents
- Developing Interventions and Programs

Textbook Required

Family Dynamics (Chapters 6 & 7)

Lifespan Development: (Chapter 3 pg. 88-89, 97, 99, 106 - Chapter 4 pg. 120, 131, 140 - Chapter 5 ALL - Chapter 6 ALL - Chapter 7 pg. 209, 219, 225, 234-238 - Chapter 8 ALL - Chapter 9 pg. 284 -Chapter 10 pg. 303, 306-311, 322 - Chapter 11 ALL - Chapter 12 pg. 381, 385-391, 391-392, Chapter 13 pg. 418-422 - Chapter 14 ALL - Chapter 15 pg. 493, 495, 501, 504-520 - Chapter 16 all)

Assignment 1: Media Influence Project

- Task: Investigate the portrayal of adolescence in media (TV shows, movies, social media).
- Objectives: Critically analyze how media influences perceptions of adolescence, considering stereotypes and the potential impact on self-esteem.

Assignment 2: Research Paper on Mental Health

- Task: Write a research paper on a specific mental health issue affecting adolescents.
- Objectives: Demonstrate a deep understanding of the chosen topic, explore contributing factors, and propose evidence-based interventions.

Assignment 3: Family Dynamics Presentation

- Task: Create a presentation on the role of family dynamics in adolescent development.

Objectives: Communicate key concepts effectively, drawing connections between academic theories and real-life family dynamics.

Activity/Assessments

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Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 118 Introduction to Addictions

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course provides the learner with an overview of current practice, theories and models in the field of substance use. Topics include: models of addiction, assessment, intervention and treatment for alcohol and other drug abuse; the impact of substance use on the individual, family and society in general; and ethical issues and challenges for practitioners.

Learning Outcomes

Upon completion of this course the students will be able to

- Students will gain an overview of current practice, theories and models in the field of substance abuse
- An understanding of models of addiction Will understand assessment of addiction Intervention for alcohol and drug abuse
- Treatment and treatment centers
- The impact of substance abuse on individuals and society
- Getting an understanding of ethical issues and also challenges for practitioners

Textbook Required - Health the Basics (section 3 pgs. 180-237)

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 119 Studies in Diversity

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course is designed as an introduction to studies in human diversity. It provides a foundation from which students explore diversity and anti-racism.

Learning Outcomes

Upon completion of this course the students will be able to

- Students will have an understanding of human diversity
- Students will explore diversity and anti-racism
- Get an understanding of the key terms of race and racism
- Have an understanding of gender, class, race and disability
- Have an understanding of history and its role in racism today

Textbook Required -A topical Approach to Lifespan Development (chapter 12/13/14)

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Human Service Counsellor Program

Course: 120 Independent Study

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course is designed for focused, discipline-specific learning in the field of child, youth, or family studies. Students will systematically identify, plan, execute and evaluate a learning project related to their professional field.

Textbook Required- Introduction to Human Service Counsellor (Chapter 8/10/11/12)

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

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Practicum

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*"Your Training – Your Future,
Soar to New Heights"*

Human Service Counsellor Program

Course: 121 Indigenous Family Support Studies

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course explores the diverse and unique nature and dynamics of First Nations, Aboriginal, Metis and Inuit (referred to inclusively as Indigenous) families. Students learn directly from Indigenous families, their support networks and advocates their strengths as well as the challenges and struggles they continue to face through the imposed transition from traditional to contemporary family roles. From this, students will work towards fostering a better understanding of how they can assist in providing culturally appropriate family support, promoting family wellness and safe environments for children.

Learning Outcomes

Upon completion of this course students will be able to

- Gain an understanding of the indigenous Culture
- Students will interview people from indigenous families in order to gain an understanding of cultural challenges, support networks, strengths that are imposed when transitioning from traditional contemporary families
- Have a better understanding of how they can assist in providing culturally appropriate family support, promoting family wellness and safe environments for children
- Will create a unique visual representation of today's indigenous people

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

Academic Standing

A student may fail up to four courses over the time they are enrolled in the program. Keep in mind that there are certain courses you cannot fail in order to obtain your diploma.

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Human Service Counsellor Program

Course: 122 Introduction to the Criminal Justice System

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course involves a critical examination of the structure and operation of the system that responds to crime and criminal behaviour: the police, courts and connections. This course also examines the relationship between these agencies and the impacts and implications of the system. An emphasis is placed on experiential and interactive learning where students will engage with various individuals involved in the system. This course also includes an introduction to Indigenous justice models, community and restorative justice.

Learning Outcomes

- Students will have an understanding of critical examination of the structure and operation of the system
- Students will learn the crime and criminal behaviour of the police, courts and corrections.
- Students will gain a better understanding of the relationships between these agencies and the impacts and implications of the system
- Students will engage with various individuals involved in the system in a experiential and interactive way
- Students will have an understanding in Indigenous justice models, community and restorative justice

Ted Talk HSC 122

Adam Foss – A prosecutor for a better justice system

Jessica Kerr – Who judges the judges?

Bryam Stevenson – We need to talk about injustice

Sheila Humphries – My stolen held hood and a lure to rebelieve

Uncle Jack handles – Mentoring indigenous in mates

Keenan Mundine – First nations led solutions for justice system

Ross Denny-Jiles – Are Canadian prisons the next residential school system

Activity/Assessments

Attendance: 20%

Participation Mark: 20%

Assignment: 40%

Test/Quiz: 20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

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Human Service Counsellor Program

Course: 123 Intro to Psychology

Course Length: 45 Hours (1 week course)

Delivery Mode: blended

Prerequisites: None

Course Description

This course provides the learner with a general overview of contemporary psychology. Students will explore biological factors needed to have a more complete understanding of behaviour. This course will cover general principles and theories that describe the functioning of perceptual, cognitive and emotional processes.

Learning outcomes

- Students will have an understanding of the practical uses of psychology pertaining to their field of Human Services.
- Student will have an understanding of all the levels of psychology including the roles of psychologist, psychiatrists and psychoanalyst and psychotherapists.
- Students Will gain an understanding of scientific methods used by professionals in this field
- Students will explore different pethood's of studying human behavior such as observation, case studies investigations and the experimental method.
- Students will gain knowledge of the human brain and its function as well as the role of biology and human behavior.
- Students will learn about the Gestalt approach
- Students will learn ab9ut different cognitive processes such as state of consciousness, altered state of consciousness , sleep and sleep disorders etc.
- Students will have a general understanding of psychology and associated terminology

Activity/Assessments

Attendance:	20%
Participation Mark:	20%
Assignment:	40%
Test/Quiz:	20%

Note: All course passing mark is 70%, otherwise, student will be marked as fail.

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