

Admission Requirements

Human Relations

All applicants to the **Specialization and Major in Human Relations** programs are required to submit a **Letter of Intent** with their Concordia University admission application. This is your opportunity as a prospective student to express, in writing, why you wish to enter the Department of Applied Human Sciences. The letter should include:

- A statement of both your long-term and short-term goals.
- Your reasons for choosing Applied Human Sciences.
- Your strengths and weaknesses as a candidate.
- The experiences you have had that led you to apply (including work and volunteer experience).

Special note: CEGEP graduates of Techniques de Loisirs (Dawson College), Special Care Counselling (Vanier College, Lasalle College), Social Services (Dawson College) and Correctional Technology (John Abbott College) may have credits applied to their degrees based on their course of study at CEGEP. Applicants will be informed of any credits awarded in their Offer of Admission.

Human Relations

Concordia University's undergraduate Human Relations program is essentially about helping people, both youth and adults, in everyday contexts. It is about fostering growth and change rather than dealing with diagnosis and treatment.

Human Relations professionals help people to develop, grow, learn, adapt, and create new capacity to solve problems and create worthwhile and rewarding lives. HR is about helping people in specific social contexts such as families, teams, small groups, communities, and organizations. It relies on techniques and skills involving interpersonal communication, relationship building, facilitation, systems thinking, diagnosis and dialogue. It calls for a blend of what some people call the soft and the hard skills – empathy and analysis, compassion and intervention.

If you pursue a **Specialization or Major in Human Relations** you will begin your studies with the program's core curriculum. You will learn the fundamentals of human lifespan development. You will engage in experience-based learning to master a key set of interpersonal communication skills, and to gain knowledge and skills in helping teams and small groups to overcome challenges and achieve high levels of performance. You will become familiar with theories and trends in contemporary social science that focus on helping individuals and groups to solve tough social challenges. You will also learn how to bring facilitative leadership to these challenges, and you will delve into theories and processes that can help people to understand, respect and work through the toxic legacy left by oppression, marginalization, and racism.

In your first year of studies you will take a compulsory course entitled *Introduction to Human Relations Theory and Research*. This course will review the overall field of human relations research and will introduce the different forms of practice for which a Human Relations degree can act as a stepping stone.

After having completed *Introduction to Human Relations Theory and Research* as well as 12 course credits, students choose one of **four program options**:

- 1. Individual and Small Group Processes**
- 2. Family Science**
- 3. Community Development**
- 4. Organization Development and Change**

Please see the next page/flip-side for information about why you may consider each of these different program options.

Why Individual and Small Group Processes?

Every well-facilitated meeting or process can have a constructive impact on individuals, groups and the environments within which they are embedded. Good facilitation can power a change in how people think and act in their personal and professional lives, as well as support larger positive social change. The Individual and Small Group Processes concentration focuses on working with individuals, small groups, and teams, grounded in an understanding of individual and group developmental tasks, issues, and process. It allows you to acquire a fundamental set of skills, knowledge, and behaviours, as outlined by the International Association of Facilitators (IAF), that support effective facilitation in a wide variety of contexts.

Why Family Science?

As most of us grew up in families, we have a good idea about how families function. But we also know that not all families work well all the time. Family Science is a discipline that emphasizes the scientific study of families. Family Science attracts practitioners, educators, and researchers who focus on different aspects of family life—such as work-life balance, parenting, and aging family issues—at different stages of family development. This concentration allows students to acquire the fundamental knowledge and skills highlighted by the National Council on Family Relations (NCFR), with the overall goal of strengthening and empowering families.

Why Community Development?

Community Development is a discipline that involves identifying and building on the strengths and needs of communities. This concentration will provide students with both the practical and analytical skills needed to work with communities to engage and enact change by developing their capacity to identify concerns and solutions. Students will learn how to create opportunities for communities to act together, to make changes that foster social inclusion and equality. Our program will prepare students to work with a defined geographical area (cities, suburbs or rural areas), and/or with specific groups of people (e.g. persons with disabilities, youth, children, families, newcomers, the unemployed, and the homeless).

Why Organization Development and Change?

The world is changing fast, and so are the places—the public, private and nonprofit sector organizations—where people work. Our ODC concentration prepares you to influence the evolution of 21st century workplaces. ODC is the planned effort to enhance an organization's effectiveness through an approach, both relational and analytic, to understand the challenges and opportunities facing an organization and then to design and implement interventions to bring about change. Drawing on decades of behavioural science research and expert practice, you will learn how to help organizations to understand and solve the tough problems that they are facing.

DEGREE WORKSHEET

BA Major in Human Relations

Note: For all HR Majors, the following courses are required:

15 credits AHSC 220³, 230³, 232³, 260³, 270³

9 credits AHSC 311³, 330⁶

3 credits AHSC 435³

Students must follow one of the following concentrations: Individual and Small Group Processes; Community Development; or Organization Development and Change after taking AHSC 270.

<i>Individual and Small Group Processes Concentration</i> 6 credits: AHSC 225 ³ , 400 ³ 3 Elective credits chosen from the Individual focus list: AHSC 312 ³ , 314 ³ , 315 ³ , 316 ³ , 319 ³ , 451 ⁶ 3 Elective credits chosen from the Group focus list: AHSC 313 ³ , 322 ³ , 335 ³ , 355 ³ , 403 ³ , 460 ⁶ , 470 ³ 3 Elective credits at the 400 level (chosen from the Individual focus list or the Group focus list)	<i>Community Development Concentration</i> 6 credits: AHSC 343 ³ , 445 ³ 9 Elective credits with at least three credits at the 400 level, chosen from AHSC 225 ³ , 335 ³ , 400 ³ , 411 ³ , 415 ³ , 460 ⁶ , 475 ³	<i>Organization Development and Change Concentration</i> 6 credits: AHSC 332 ³ , 425 ³ 9 Elective credits with at least three credits at the 400 level, chosen from AHSC 315 ³ , 335 ³ , 370 ³ , 403 ³ , 411 ³ , 415 ³ , 470 ³ , 475 ³
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Remaining Credits: Successful completion of the above concentration courses will not finish a student's degree. Students need to complete additional coursework to accumulate 90, 108, or 120 total credits, depending on background (e.g., most students who have completed Cegep will need to accumulate 90 total credits), and be in good academic standing. In addition, students must complete *at least* 24 credits outside AHSC (most students will have many more). Of those 'outside' credits, at least 6 credits must be either from the Humanities or Science departments.

DEGREE WORKSHEET

BA Specialization, Human Relations

Note: For all HR Specialization students, the following courses are required:

15 credits AHSC 220³, 230³, 232³, 260³, 270³

15 credits AHSC 311³, 330⁶, 380³, 382³

Students must follow one of the following concentrations: Individual and Small Group Processes; Family Science; Community Development; or Organization Development and Change after taking AHSC 270.

<i>Individual and Small Group Processes Concentration</i> 6 credits: AHSC 225 ³ , 400 ³ 6 credits: AHSC 436 ⁶ or 439 ⁶ 9 credits: Chosen from the Individual focus list AHSC 312 ³ , 314 ³ , 315 ³ , 316 ³ , 319 ³ , 451 ⁶ 9 credits Chosen from the Group focus list AHSC 313 ³ , 322 ³ , 335 ³ , 355 ³ , 403 ³ , 460 ⁶ , 470 ³ Three of the 18 elective credits must be at the 400 level	<i>Family Science Concentration</i> 18 credits: AHSC 312 ³ , 313 ³ , 320 ³ , 355 ³ , 456 ³ , 465 ³ 6 credits: AHSC 436 ⁶ 6 credits: Chosen from AHSC 314 ³ , 316 ³ , 319 ³ , 322 ³ , 398 ³ , 400 ³
<i>Community Development Concentration</i> 6 credits: AHSC 343 ³ , 445 ³ 6 credits: AHSC 439 ⁶ 18 Elective credits with at least three credits at the 400 level, chosen from AHSC 225 ³ , 335 ³ , 400 ³ , 403 ³ , 411 ³ , 415 ³ , 460 ⁶ , 475 ³	<i>Organization Development and Change Concentration</i> 6 credits: AHSC 332 ³ , 425 ³ 6 credits: AHSC 439 ⁶ 18 Elective credits with at least three credits at the 400 level, chosen from AHSC 315 ³ , 335 ³ , 370 ³ , 400 ³ , 403 ³ , 411 ³ , 415 ³ , 460 ⁶ , 470 ³ , 475 ³

Remaining Credits:

Successful completion of the above concentration courses will not finish a student's degree. Students need to complete additional coursework to accumulate 90, 108, or 120 total credits, depending on background (e.g., most students who have completed Cegep will need to accumulate 90 total credits), and be in good academic standing. In addition, students must complete *at least* 24 credits outside AHSC (most students will have many more). Of those 'outside' credits, at least 6 credits must be either from the Humanities or Science departments.

Course Descriptions

Course Descriptions effective Summer Session 2018

AHSC 220 *Lifespan Growth and Development for Practitioners* (3 credits)

This survey course provides an interdisciplinary overview of biopsychosocial patterns of development over the lifespan, from conception to death. Students learn about theories of human development, with an emphasis on typical normative development, and on application of theory to practice. The course material covers key issues in development, major milestones of development, and major life events. In addition, students are given opportunities to think critically and to become better able to interpret and assess research within the field. *NOTE: Students who have received credit for PSYC 230 may not take this course for credit. NOTE: Students registered in a Psychology program may not take this course for credit.*

AHSC 225 *Principles of Experiential and Action Learning and the Reflective Practitioner* (3 credits)

This course introduces students to the ways in which theories of learning (including experiential, transformational, integral and action learning) relate to and can inform efforts to bring improvement and change to individuals and groups. The course explores the importance of personal engagement in learning, and illustrates how ongoing reflection strengthens a learning process. It enables students to create clear personal visions, set relevant learning goals, create and organize related activities, and assess their progress. The course provides learning process models and ways to identify personal stylistic differences which affect personal learning progress and strategies.

AHSC 232 *Working in Task Groups* (3 credits)

Prerequisite: AHSC 230. This course is an introduction to understanding interaction and developmental processes of small groups and skill-building for effective participation. It enables students to learn frameworks for observing a group's process, member roles that facilitate positive group processes and task accomplishment, and models of intervention in small groups. The course provides opportunities for students to integrate the theory they learn with their experiences in a task group.

AHSC 260 *Program Planning, Design and Evaluation* (3 credits)

The course prepares students to construct effective interactive programs designed for specific client populations. Using program design principles and practices, students match learning activities to desired program outcomes, while considering participant qualities and contextual features. Emphasis is placed on assessment, design, and evaluation knowledge and skills.

AHSC 270 *Introduction to Human Relations Theory and Research* (3 credits)

This course is an introduction to general systems theory and change from an interventionist perspective, as well as an orientation to various unique human systems. It focuses on understanding applied social science research and examines general strategies of intervention and salient models of practice, exposing students to varied domains of application. The course also features attention to values and ethical issues associated with specific practice and intervention strategies and the role of social justice and anti-oppressive approaches.

AHSC 311 *Respecting Diversity in Human Relations* (3 credits)

Prerequisite: 30 university credits including AHSC 230. This course examines the role of interconnected identity-related differences, such as age, culture, disability, ethnicity, gender, geographical location, health status, history, language, power, race, religion, sexual orientation, social class, and privilege in human relationships and human systems. Students learn about histories of oppression and marginalization in Canada, theories of diversity and difference, as well as the impact of social justice movements and being and becoming an ally. Students are given opportunities to develop critical thinking and analytic skills and respect for difference and diversity. *NOTE: Students who have received credit for AHSC 245 may not take this course for credit.*

AHSC 312 *Sexuality in Human Relations* (3 credits)

Prerequisite: 30 university credits including AHSC 220, 230. This course provides students with knowledge of physical and psychosocial aspects of sexuality in relationships through life and examines values, attitudes, and issues related to the development and expression of sexuality. Topics include gender, family, cultural and media influences; historically and culturally based attitudes; prevention and sexually transmitted diseases; self-perception and identity in sexuality; and emotion and sexuality. The course aims to foster respect for persons and diversity. *NOTE: Students who have received credit for AHSC 253 may not take this course for credit.*

AHSC 313 *Family Communication* (3 credits)

Prerequisite: AHSC 220, AHSC 230. This course is a requirement for students enrolled in the Certificate in Family Life Education. This course is an examination of patterns, effective approaches, and issues in communication among persons in primary partnerships and families. It also explores topics such as diversity in forms of “family,” decision-making, problem-solving, power relations, gender issues, managing differences in expectations, and the influences of cultural, social, and economic contexts.

NOTE: Students who have received credit for AHSC 254 may not take this course for credit.

AHSC 314 *Adolescence: Issues and Intervention* (3 credits)

Prerequisite: AHSC 220. This course links knowledge of adolescent development to a more detailed examination of related adolescent patterns and issues, including peer relations and friendship, parental and family relations, identity, sexuality and gender, and socio-economic and cultural influences. Directed towards students interested in working with adolescents, the course

combines theoretical and practical knowledge relating to adolescents, their parents and their concerns for the purpose of enhancing the adolescent experience.

AHSC 315 *Interviewing* (3 credits)

Prerequisite: AHSC 230. This course reviews different forms and concepts relevant to interviewing for use in work and community settings. It examines communication influences on the interviewer and interviewee and the limitations of different interview approaches. It enables students to structure and design interviews, to build rapport, and to manage information flow.

NOTE: Students who have received credit for AHSC 256 may not take this course for credit.

AHSC 316 *Adulthood: Patterns and Transitions* (3 credits)

Prerequisite: AHSC 220. This course examines relationships, transitions, and developmental change through early adulthood and middle age. Relevant adult development theories are reviewed. Students explore the nature and significance of close relationships, life transitions, choices and contextual influences. This course includes a consideration of the societal values inherent in notions of maturity, optimal environments, and interventions to enhance quality of life.

AHSC 319 *Older Adulthood: Issues and Intervention* (3 credits)

Prerequisite: AHSC 220. This course explores developmental change patterns and differences among people in older adulthood. Topics include retirement and pensions, concepts of health, fitness, well-being and models of health care, housing and transportation, leisure, family and social relations, ethnicity and aging, loss and grief, death and dying. Designed for persons interested in working with older adults, the course fosters awareness of myths, stereotypes and ageism, and emphasizes an attention to community social support and interventions which are enabling.

AHSC 320 *Family and Youth Legislation* (3 credits)

Prerequisite: AHSC 220. This course reviews all aspects of federal and provincial legislation that impact on practice with families. Legislation governing marriage, divorce and custody, family violence, child and youth protection and placement, youth crime, child advocacy and the challenges of working with families in relation to the legislation, are presented with a particular focus on the rights of children and the legal responsibilities of practitioners.

AHSC 322 *Fundamentals of Child- and Youth-Care Work* (3 credits)

Prerequisite: AHSC 220. The objectives of this course are to provide students with an understanding of the scope and status of child- and youth-care work, to sensitize them to the necessary competencies and daily challenges of this work in a range of settings, and to review relevant theory. An overview of the history of the field is provided, as well as a review of seminal writings and recent literature on best practices.

NOTE: Students who have received credit for AHSC 402 or for this topic under an AHSC 398 number may not take this course for credit.

AHSC 330 *Leadership and Facilitation in Small Groups* (6 credits)

Prerequisite: AHSC 232, 260. This course develops facilitative skills and approaches to leadership in small groups. Students learn effective ways to observe and to interpret the significance of group behaviour for the purpose of intervening effectively. It introduces students to program design theory for human and social service organizations and program design principles and practices relevant to small group learning. The course highlights factors optimizing participation, patterns of communication and influence, decision-making, problem-solving, collaborative planning, conflict management, and effects of gender and other identity-related differences. Students identify their leadership styles and group facilitation skills to develop flexibility in adapting to diverse group situations.

AHSC 332 *Organization Development I* (3 credits)

Prerequisite: AHSC 230, 270. This course introduces students to the characteristics of organizations as open systems. The evolution of organization development and the principle theories and perspectives that have helped to define the field are studied. Organization development methods as well as criteria for examining organizational effectiveness, underlying beliefs, values, and assumptions are examined. It introduces students to training and design theories relevant to organizational learning. Key concepts covered are organization vision, mission and goals, and organization norms and culture. *NOTE: Students who have received credit for AHSC 420 or 423 may not take this course for credit.*

AHSC 335 *Power and Conflict Resolution in Human Systems* (3 credits)

Prerequisite: 30 university credits. This course gives students a theoretical and practical overview of the role of power and conflict in human relationships and human systems — groups, organizations, and communities. The concept of power is explored in depth since the use of power is central in both the creation and the resolution of conflict. The course focuses on the development of analytical tools that serve to identify the different elements leading to, maintaining or escalating conflicts. Particular attention is given to ethics associated with the use of power and management of conflict.

AHSC 343 *Community Development I* (3 credits)

Prerequisite: AHSC 230, 270. This course examines the field of community development through the presentation of basic models. The examination of these models in historical and environmental contexts focuses on understanding how they reflect different views of social relationships. Students explore different approaches to working with communities and the implications for practice. The course introduces students to design theory relevant to community development. Students also examine ways of analyzing and defining community resources,

problems, and issues. *NOTE: Students who have received credit for AHSC 440 or 443 may not take this course for credit.*

AHSC 355 *Foundations of Family Life Education* (3 credits)

Prerequisite: AHSC 232, 260, 313. This course examines Family Life Education from its inception as a field of practice to its current status in North America. It highlights complex related issues and the role of the educator, including attention to personal values and ethical principles of the practitioner. Topics include distinctions between prevention education and therapeutic intervention, and an overview of the range of different family life education programs and current practices.

AHSC 370 *Organizational Development and Change: Models and Methods* (3 credits)

Prerequisite: AHSC 270, 332. The focus of this course is on the practice of human system intervention from a pragmatic as well as a theoretical perspective. The course emphasizes collaborative strategies for effecting change in human systems within a broad range of intervention alternatives. It focuses on the interventionist's role in effective change strategy development, initiation, management, and evaluation. The course is taught with a special focus on personal and professional values and ethical issues related to human systems intervention.

AHSC 380 *Quantitative Research Methods for Practitioners* (3 credits)

Prerequisite: 30 university credits including AHSC 260. This course gives an overview of a range of data collection and analysis strategies which are relevant to collaborative and participative intervention practice. It examines practical considerations for selecting specific quantitative approaches and prepares students to formulate and administer intervention-related questionnaires, to conduct basic quantitative analyses, and to present data results to interested individuals and groups. The course also examines basic ethical requirements in conducting applied social research.

AHSC 382 *Qualitative Research Methods for Practitioners* (3 credits)

Prerequisite: 30 university credits including AHSC 260. This course gives an overview of a range of qualitative approaches to practical projects and interventions. It prepares students to design and conduct interviews (including making decisions about respondent selection) with individuals and in focus groups, as well as participant observation. It also enables students to analyze qualitative data from these sources as well as documentary sources in light of practical project purposes. The course highlights special ethical considerations in conducting qualitative forms of applied social research.

AHSC 398 *Selected Topics in Applied Human Sciences* (3 credits)

AHSC 400 *Advanced Facilitation and Ethics* (3 credits)

Prerequisite: AHSC 330. This course examines in-depth special challenges in facilitating groups (e.g. youth groups, workplace training, and education programs) and develops advanced skills in facilitation and the development of process tools and designs. Special consideration is given to planning for diversity, working with difficult group dynamics, and other factors. Ethical principles and practices of working with people are also explored.

AHSC 403 *Cultivating Creativity and Social Innovation* (3credits)

Prerequisite: AHSC 232 or 361. This course explores the multi-faceted nature of creativity and its cultivation as a method of personal and professional development. Drawing upon current theories and conceptions about creativity, both individual and social, this course identifies strategies to enhance creativity in human systems in order to improve engagement and quality of life. Social innovation as a dimension of community and organizational creativity is examined in depth.

AHSC 411 *Social Change and Analysis Methods* (3 credits)

Prerequisite: AHSC 260; 332 or 343. This course is designed to enhance students' knowledge and practical abilities in social analysis and community-based research methods as tools for promoting social change in community and organizational contexts. It includes hands-on opportunities to design and present social analysis methods. Course readings include practical and analytical materials.

AHSC 415 *Organizational and Community Sustainability* (3 credits)

Prerequisite: 45 university credits; AHSC 270 or LOYC 320. This course addresses the requirements and processes necessary to build organizational and community sustainable goals in co-operation with surrounding communities. It provides an introduction to the development of integrated social sustainability and sustainable organizational practices, including sustainability evaluations, the assessment of organizational sustainability status and goals, goal setting, and change processes within a broader, sustainable community context. It acknowledges an integration of multiple layers of organizational (private and public organizations) and community sustainability including recycling and waste awareness, best sustainable practices in industries and logistics, biodiversity, human diversity and social innovation in the context of sustainable development of communities and organizations.

AHSC 425 *Organization Development II* (3 credits)

Prerequisite: AHSC 330 previously or concurrently; AHSC 332. This course provides students with the opportunity to apply organization development concepts and strategies to effect change in organizations. Using theoretical, case, and experiential approaches, the focus of instruction progressively guides the student through the stages of organization development. Concepts covered include entry and contracting, identifying organizational issues and goals for change, collecting and analyzing pertinent organizational data, and diagnosis and feedback to the client. Opportunities for the development of change-agent skills are provided through the emphasis on

in-class applications. *NOTE: Students who have received credit for AHSC 420 may not take this course for credit.*

AHSC 435 *Fieldwork Practice* (3 credits)

Prerequisite: AHSC 330. This course must be taken in final year. This course provides an opportunity for students to integrate theory into practice in the design, facilitation and evaluation of small group process. Students lead one small task or learning group in a community, an organizational or an institutional setting. The fieldwork is combined with class sessions for orientation, supervision, reflection and evaluation.

AHSC 436 *Internship in Youth and Family Work* (6 credits)

Prerequisite: 60 university credits including AHSC 330; AHSC 322 or 355; and 465 previously or concurrently; permission of the Department. This course is one of two internship options for students enrolled in the Specialization in Human Relations. This internship provides students with a supervised opportunity to apply learning from the BA Specialization in Human Relations to work with youth and families in a range of settings such as child welfare, schools, non-profit organizations, residential care, or outreach. The specific objectives are to teach about planning, education, and intervention in human service work, to promote self-reflection as a critical component of ethical practice, and to provide a basis for further career planning and/or graduate work in youth and family practice. *NOTE: Students who have received credit for AHSC 439 or for this topic under an AHSC 499 number may not take this course for credit.*

AHSC 439 *Internship in Human Relations* (6 credits)

Prerequisite: 60 university credits including AHSC 330; and either AHSC 225 and 400, 332 and 425, or 343 and 445 previously or concurrently; permission of the Department. This course is one of two internship options for students enrolled in the Specialization in Human Relations. This course provides students with an opportunity to design, implement, and evaluate small group leadership in several settings, and to negotiate working relationships with site personnel. Students will be solely responsible for facilitating several task or learning groups in community, work, or educational settings. The sites will be selected according to students' learning interests and in consultation with the course instructor. The course includes supervisory team meetings and internship seminar sessions. *NOTE: Students who have received credit for AHSC 436 or for this topic under an AHSC 499 number may not take this course for credit.*

AHSC 445 *Community Development II* (3 credits)

Prerequisite: AHSC 330 previously or concurrently; AHSC 343. This course focuses on how to intervene in community contexts; identify community structures and inter-group dynamics relevant to intervention planning; gather and organize data for use by communities; develop intervention plans that involve the community each step of the way and that foster leadership within its ranks; and evaluate an intervention. Attention is given to cultural diversity and value differences. *NOTE: Students who have received credit for AHSC 440 may not take this course for credit.*

AHSC 451 *Counselling Skills and Concepts* (6 credits)

Prerequisite: 45 university credits including AHSC 220, 230. This course advances students' understanding of core counselling theories and develops an understanding for theoretical and value frameworks of the helping relationship. It fosters the application of essential helping relationship skills applicable in everyday relationships in work and social settings. Skill areas include attending skills, such as attending to non-verbal behaviour, reflection of content, reflection of feeling, paraphrasing and summarizing; and influencing skills, such as interpretation and analysis. Also highlighted are ethical issues and attention to cultural differences. *NOTE: Students who have received credit for AHSC 351 may not take this course for credit.*

AHSC 456 *Advanced Family Life Education* (3 credits)

Prerequisite: AHSC 355. This course covers family decision-making processes related to the utilization of financial, personal, environmental, and social resources, including time, money, material assets, energy, friends, neighbours, and space, to meet their goals. In particular, this course focuses on how families develop, exchange, and allocate resources throughout the lifespan with the expectation that effective resource management decisions are made from positions of knowledge and understanding.

AHSC 460 *Health Promotion* (6 credits)

Prerequisite: 30 university credits including AHSC 230. This course helps students to develop intervention skills and theoretical understanding in the area of health promotion. It is of particular interest to students whose career interests involve lifestyle planning, health promotion, and stress management. Topics include health and wellness, stress and illness, psychological and physical self-appraisal processes, psychosomatic processes and disorders, understanding addictions and their management, health-promotion interventions, behavioural self-management, and issues in medical/psychological health compliance. Healthy workplace practices and the promotion of community wellness are emphasized.

AHSC 465 *Parent-Child Relations* (3 credits)

Prerequisite: 45 university credits including AHSC 232, 313, 380. This course provides an advanced understanding of parenting theories, research, and applications in the context of parent-child relations over the life span. Topics include parenting rights and responsibilities, parenting practices and programs, high-risk parenting, and parental assessment.

NOTE: Students who have received credit for this topic under an AHSC 498 number may not take this course for credit.

AHSC 470 *Basic Human Relations Laboratory* (3 credits)

Prerequisite: 60 university credits including AHSC 330. This is an intensive format six-day learning session through which students may expect to increase their awareness of how their behaviour affects others, increase their skill and understanding of effectively and responsibly

communicating to and exchanging feedback with others, increase their understanding of leadership and authority relations, and deepen their understanding of group dynamics.

AHSC 475 *Organizational and Community Leadership: A Systems Approach* (3 credits)

Prerequisite: AHSC 330. This course is an introduction to the practice of leadership in organizations and communities with a human systems approach and perspective. It examines a range of theoretical concepts current in organizational leadership practice including systems thinking, team-based leadership, transformational models of leadership, and strategy formulation from a leadership perspective. It provides an opportunity for students to examine ethics, values, and abilities required in organizational leadership today. *NOTE: Students who have received credit for AHSC 375 may not take this course for credit.*

AHSC

UG Program

Descriptions

Undergraduate Program in Therapeutic Recreation

B.A. Specialization in Therapeutic Recreation

There are circumstances that interfere with some people's ability to experience the benefits associated with leisure and recreation. The evolving profession of therapeutic recreation can be described as a service, which helps address the leisure needs of individuals with physical, social, intellectual, or emotional disabilities. The ultimate goal of the therapeutic recreation program is to train specialists to help individuals attain healthy and independent leisure functioning. In general, the therapeutic recreation specialist is part of an interdisciplinary team, which is responsible for addressing all aspects of the individual's functioning, the approach is holistic, rather than segmented. The certification of therapeutic recreation personnel by the National Council for Therapeutic Recreation Certification (N.C.T.R.C.) has served to legitimize the field in the United States and we are now witness to a similar process beginning in Canada.

Employment Opportunities

Opportunities are in a variety of clinical and community settings such as rehabilitation centres, senior community centres, children's hospitals, convalescent hospitals, community re-adaptation centres, correctional centres, various community associations, psychiatric hospitals, senior citizens' homes, and leisure service agencies. In addition, the courses serve as an excellent basis for graduate study in therapeutic recreation or related fields.

B.A. Specialization in Therapeutic Recreation is a 60-credit program. The curriculum is designed for students interested in planning and implementing leisure services for individuals who have disabilities.

Admission Requirements for B.A. Program in Therapeutic Recreation:

Diploma of Collegial Studies (DEC – Diplôme d'études collégiales) - Students applying for the Therapeutic Recreation program must satisfy entry profile 3.14 as follows: CEGEP Biology 301, 401, 911, 921 or 101-NYA. Students lacking one or more of these prerequisites may be admitted, but must include the designated prerequisites among the first 30 credits of their undergraduate program. In certain cases, the prerequisites must be taken in addition to the undergraduate program. **High School Diploma for students outside of Quebec.**

A letter of intent - This is your opportunity as a prospective student to express, in writing, why you wish to enter the therapeutic recreation program. The letter should include: a statement of both your long-term and short-term goals; your reasons for choosing the program; your strengths and weaknesses as a candidate; and the experiences you have had that led you to apply (including work and volunteer experience). The letter of intent should be submitted with your application.

Undergraduate Programs in Recreation and Leisure Studies

B.A. Specialization / Major in Recreation and Leisure Studies

Recreation and Leisure Studies is an emerging profession concerned with the relationships between people and their environment. It deals with the social and cultural integration of individuals at leisure. There has been a great deal of interest generated concerning recreation participation at all levels of society. This expanding awareness of leisure, along with government funding, has led to the identification of new leisure services positions. Thus, there is a need to develop sophisticated programs to educate people to work in this field. The Concordia University Recreation and Leisure Studies programs are designed to meet this need. Students are offered a broad-based understanding through philosophical and practical experience. The underlying philosophy of the program is based on the awareness of the role recreation and leisure play in a society that holds the work ethic at a high level of prominence. The program draws from a wide variety of university departments, giving it a multi-disciplinary base.

Employment Opportunities

Work in the field of recreation may be found in a variety of settings, including the following: municipal recreation and park departments, provincial and federal governments, youth service agencies, employee recreation services, church recreation, camping and outdoor education, commercial and corporate recreation, Canadian Armed Forces, community education, research and planning, and teaching.

B.A. Specialization in Recreation and Leisure Studies is a 60-credit program (which includes 12-credits chosen from Recreation Programming or Recreation Administration) wherein the student concentrates not only in the core course offerings but is also given in-depth studies in a variety of areas within the field.

B.A. Major in Recreation and Leisure Studies is a 42-credit program that gives the students the flexibility to take a variety of elective courses in other areas.

Admission Requirements for B.A. Programs in Recreation and Leisure Studies:

Diploma of Collegial Studies (DEC – Diplôme d'études collégiales). High School Diploma for students outside of Quebec.

A letter of intent - This is your opportunity as a prospective student to express, in writing, why you wish to enter the recreation and leisure studies program. The letter should include: a statement of both your long-term and short-term goals; your reasons for choosing the program; your strengths and weaknesses as a candidate; and the experiences you have had that led you to apply (including work and volunteer experience). The letter of intent should be submitted with your application.

Undergraduate Programs in Human Relations

B.A. Specialization / Major in Human Relations

These programs are excellent undergraduate preparation for persons intending to work in positions which require group training, leadership and human relations skills. An undergraduate degree in Human Relations is also a solid foundation for those wishing to pursue graduate education in such fields as human resource development and training, organization or community development, counselor education, social work, public or business administration, and other related fields. The core courses in the B.A. Programs in Human Relations are designed to assist students in: developing effective interpersonal communications and working relationships; understanding human development; understanding group processes; and increasing skills in small group leadership or facilitation. Students develop key transferable skills to intervene at various levels of a rapidly changing workplace where empowerment, self-management and teamwork are essential.

Employment Opportunities

Graduates with a human relations education are eligible for entry level positions in many employment settings. Graduates who have skills in interpersonal communications, interviewing, conflict management, group dynamics, small group facilitation and collaborative problem-solving are highly desirable in today's workforce. Graduates are encouraged to prepare their résumés and apply for employment in all areas of the human services field.

B.A. Specialization in Human Relations: The Specialization is intended to develop *a high level of skill and knowledge in small group leadership* and its applications in practical settings. The requirement is 60 Applied Human Sciences credits (45 compulsory and 15 elective credits) which apply directly to the student's special emphasis. The Specialization includes a research methods component and an internship in the final year, culminating and focusing on the student's emphasis of study.

B.A. Major in Human Relations: The Major is intended to develop *human relations skills and a good grounding in small group leadership*. The requirement is 42 Applied Human Sciences credits (30 compulsory and 12 elective credits). The Major includes a fieldwork component in the final year, which gives the students an opportunity to apply the skills, and knowledge derived from the classroom. The Major gives students the flexibility to take a variety of elective courses in other areas in addition to Applied Human Sciences. Those with specific needs or interests may select a double Major or Minor in another department to fulfill their degree requirements.

Minor in Human Relations

This program is for students who have a major or specialization outside the Department of Applied Human Sciences. It is an excellent opportunity for students to complement their major area of study with courses that will help them improve upon the skills necessary in today's work environment. The program consists of 30 Applied Human Sciences credits which gives the student an opportunity to obtain knowledge and practice in group dynamics, group leadership, interpersonal relations and communications, program planning and simulated group facilitation. The minor is designed to provide a basic understanding of group dynamics and/or teamwork which is an increasingly important aspect of today's work environment.

Admission Requirements for B.A. Programs in Human Relations:

Diploma of Collegial Studies (DEC – Diplôme d'études collégiales). High School Diploma for students outside of Quebec.

A letter of intent - This is your opportunity as a prospective student to express, in writing, why you wish to enter the Human Relations program. The letter should include: a statement of both your long-term and short-term goals; your reasons for choosing the program; your strengths and weaknesses as a candidate; and the experiences you have had that led you to apply (including work and volunteer experience). The letter of intent should be submitted with your application.

Certificate Programs

Certificate in Family Life Education

The aim of the Certificate in Family Life Education is to increase knowledge and skills relevant for persons who wish to conduct family life education programs in service agencies, hospitals, schools, companies, and religious institutions. The program is also designed for those who, although qualified in their own professions, wish to obtain additional training and practice in: 1) group leadership and small group dynamics; 2) interpersonal relations and communications; 3) designing, facilitating and evaluating programs and workshops.

Students in the Certificate in Family Life Education program are encouraged to join the Association of Family Life Educators of Quebec (AFLEQ), a non-profit organization coordinating the efforts of organizations, groups, and individuals working in the field. This group also offers on-going training and a newsletter. Graduates are eligible to apply for Canadian certification through Family Service Canada. This is a legal designation, (CCFE) Certified Canadian Family Educator, registered with the federal government.

Requirements for the Certificate in Family Life Education (30 credits)

The requirement is 21 credits, 12 compulsory credits in Applied Human Sciences and 9 credits chosen as electives in the department. There is also a prerequisite requirement of 9 credits for this program. When needed, additional prerequisite courses may also be required.

Certificate in Community Service

This Certificate can be completed with an emphasis in **one** of the following: Community Intervention, Health Promotion, Organizational Leadership. The aim of the Certificate is to provide basic knowledge and skills through theoretical and practical work for those designing, implementing and managing change in organizations, communities and/or special needs groups.

The program is also designed for those, who, although qualified in their own profession, wish to obtain additional training and practice in their chosen field. The educational approach of the Certificate is experience-based learning, or learning-by-doing. Experiences in groups, both inside the class and outside, are integrated into the program.

Requirements for the Certificate in Community Service (30 credits)

The requirement is 21 credits, 12 compulsory credits in Applied Human Sciences, and 9 credits chosen as electives in the department, which apply directly to the student's special emphasis. There is also a prerequisite requirement of 9 credits for this program. When needed, additional prerequisite courses may also be required.

Employment Opportunities

Graduates of the Certificate programs in Family Life Education, and Community Service are encouraged to prepare their resumes and apply to the following for employment: social service agencies; hospitals; geriatric centres and residences; drug and alcohol treatment centres; schools; mental health institutions; women's centres; community recreation centres; religious organizations. Self-employment as a Family Life Educator, or Community Service Worker is also an option.

Admission Requirements for the Certificate Programs:

Diploma of Collegial Studies (DEC – Diplôme d'études collégiales). High School Diploma for students outside of Quebec.

A letter of intent - This is your opportunity as a prospective student to express, in writing, why you wish to enter the certificate program. The letter should include: a statement of both your long-term and short-term goals; your reasons for choosing the certificate; your strengths and weaknesses as a candidate; and the experiences you have had that led you to apply (including work and volunteer experience).

Need more Information.....

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