

Faculty

Chair

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Professors

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STEVEN HENLE, PhD *New York University*

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For the complete list of faculty members, please consult the Department website.

Location

Loyola Campus

7141 Sherbrooke St. W., Room: VE 223

514-848-2424, ext. 3330 or 2260

Department Objectives

The strategic objective of the Department of Applied Human Sciences is to improve quality of life and well-being. This is accomplished through the integration of theory and practice to promote effective practitioner skill. The Department of Applied Human Sciences is an interdisciplinary and applied academic unit which generates knowledge and provides practice-based education in human relations, recreation and leisure studies, therapeutic recreation, human systems intervention, family life education and community service. Involvement in practical contexts beyond the University provides an important link with members of the community, thereby offering a genuine environment for the exchange of knowledge and expertise.

Programs

Students in Human Relations, Recreation and Leisure Studies, and Therapeutic Recreation are required to complete the appropriate entrance profiles. The entrance profile is 0.00G for Human Relations; 0.00G for Recreation and Leisure Studies; and 3.14G for Therapeutic Recreation. Please Note: Students may complete the 3.14 profile at Concordia after admission (see Programs and Admission Requirements).

Students are responsible for satisfying their particular degree requirements.

The superscript indicates credit value.

60 BA Specialization in Human Relations

- 15 AHSC 220³, 230³, 232³, 260³, 270³
- 15 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*.

Individual and Small Group Processes Concentration

- 6 AHSC 225³, 400³
- 6 AHSC 436⁶ or 439⁶
- 9 Elective credits chosen from the Individual focus list
AHSC 312³, 314³, 315³, 316³, 319³, 451⁶
- 9 Elective credits chosen from the Group focus list
AHSC 313³, 322³, 335³, 355³, 403³, 460⁶, 470³
- Three of the 18 elective credits must be chosen at the 400 level

Family Science Concentration

- 18 AHSC 312³, 313³, 320³, 355³, 456³, 465³
- 6 AHSC 436⁶
- 6 Elective credits chosen from AHSC 314³, 316³, 319³, 322³, 398³, 400³

Community Development Concentration

- 6 AHSC 343³, 445³
- 6 AHSC 439⁶
- 18 Elective credits with at least three credits at the 400 level, chosen from AHSC 225³, 335³, 400³, 403³, 411³, 415³, 460⁶, 475³

Organization Development and Change Concentration

- 6 AHSC 332³, 425³
- 6 AHSC 439⁶
- 18 Elective credits with at least three credits at the 400 level, chosen from AHSC 315³, 335³, 370³, 400³, 403³, 411³, 415³, 460⁶, 470³, 475³

60 BA Specialization in Recreation and Leisure Studies

- 12 AHSC 220³, 230³, 241³, 260³
- 21 AHSC 321³, 350³, 361³, 371³, 380³, 382³, 385³
- 9 AHSC 427³, 431³, 442³
- 6 AHSC 437⁶
- 12 Elective credits chosen from either Recreation Programming or Recreation Administration

Recreation Programming

With at least three credits at the 400 level, chosen from AHSC 281³, 310³, 311³, 323³, 333³, 360³, 403³, 421³, 422³, 444³, 450³, 460⁶, 490³, 491³

Recreation Administration

With at least three credits at the 300 level, chosen from MANA 201³, 202³, 298³, 300³, 343³, 362³, 374³

60 BA Specialization in Therapeutic Recreation

- 15 AHSC 220³, 230³, 241³, 260³, 281³
- 24 AHSC 321³, 350³, 361³, 380³, 381³, 382³, 383³, 384³
- 9 AHSC 427³, 432³, 450³
- 9 AHSC 438⁹
- 3 Elective credits chosen from AHSC 360³, 385³, 422³, 442³, 444³

42 BA Major in Human Relations

- 15 AHSC 220³, 230³, 232³, 260³, 270³
- 9 AHSC 311³, 330⁶
- 3 AHSC 435³

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

Individual and Small Group Processes Concentration

- 6 AHSC 225³, 400³
- 3 Elective credits chosen from the Individual focus list
AHSC 312³, 314³, 315³, 316³, 319³, 451⁶
- 3 Elective credits chosen from the Group focus list
AHSC 313³, 322³, 335³, 355³, 403³, 460⁶, 470³
- 3 Elective credits at the 400 level chosen from the Individual focus list or the Group focus list

Community Development Concentration

- 6 AHSC 343³, 445³
- 9 Elective credits with at least three credits at the 400 level, chosen from AHSC 225³, 335³, 400³, 411³, 415³, 460⁶, 475³

Organization Development and Change Concentration

- 6 AHSC 332³, 425³
- 9 Elective credits with at least three credits at the 400 level, chosen from AHSC 315³, 335³, 370³, 403³, 411³, 415³, 470³, 475³

42 BA Major in Recreation and Leisure Studies

- 12 AHSC 220³, 230³, 241³, 260³
- 15 AHSC 321³, 350³, 361³, 371³, 385³
- 6 AHSC 427³, 442³
- 9 Elective credits, with at least three credits at the 400 level, chosen from AHSC 281³, 310³, 311³, 323³, 333³, 360³, 403³, 421³, 422³, 444³, 450³, 460⁶

30 Minor in Human Relations

- 12 AHSC 220³, 230³, 232³, 260³
- 6 AHSC 330⁶
- 12 Elective credits chosen from AHSC 225³, 270³, 311³, 312³, 313³, 314³, 315³, 316³, 319³, 322³, 335³, 451⁶, 460⁶, 470³, 475³

Certificate in Community Service

The Department of Applied Human Sciences offers a 30-credit program leading to the Concordia University Certificate in Community Service. Students may transfer into the certificate program up to 12 credits, as approved by a departmental undergraduate advisor, earned in an incomplete degree or certificate program or as an Independent student provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

Admission Requirements

Students are required to complete the 0.00G entrance profile to enter the certificate.
Mature Entry students require the prerequisite: ENGL 212³.

30 Certificate in Community Service

NOTE: AHSC 230³, 232³, and 270³ are prerequisites for courses included in this certificate.

Phase I

- 6 AHSC 260³, 370³

Phase II

- 9 AHSC 315³, 330⁶

Phase III

- 6 Chosen from AHSC 332³ and 425³; or 343³ and 445³; or 460⁶
- 9 Elective credits chosen from AHSC 220³, 225³, 311³, 314³, 316³, 319³, 335³

NOTE: In the event that a student is awarded an exemption from a required course, it will be necessary for the student to replace that course with another relevant to the program, chosen in consultation with the coordinator of undergraduate programs.

Certificate in Family Life Education

The Department of Applied Human Sciences offers a 30-credit program leading to the Concordia University Certificate in Family Life Education. Students may transfer into the certificate program up to 12 credits, as approved by a departmental undergraduate advisor, earned in an incomplete degree or certificate program or as an Independent student provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

Admission Requirements

Students are required to complete the 0.00G entrance profile to enter the certificate.
Mature Entry students require the prerequisite: ENGL 212³.

30 Certificate in Family Life Education

NOTE: AHSC 220³, 230³, and 232³ are prerequisites for courses included in this certificate.

Phase I

- 12 AHSC 260³, 312³, 313³, 355³

Phase II

- 6 AHSC 330⁶

Phase III

- 3 AHSC 435³
- 9 Elective credits chosen from AHSC 225³, 270³, 311³, 314³, 315³, 316³, 319³, 335³, 360³, 460⁶

NOTE: In the event that a student is awarded an exemption from a required course, it will be necessary for the student to replace that course with another relevant to the program, chosen in consultation with the coordinator of undergraduate programs.

Courses

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 223 *Relationships Across the Lifespan* (3 credits)

This course is designed to provide a theoretical overview of how relationships are formed, sustained, and developed/changed in each stage of human life. A variety of theories and perspectives are explored.

NOTE: AHSC students may not take this course for credit.

NOTE: Students who have received credit for AHSC 220 or for this topic under an AHSC 298 number 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 230 *Interpersonal Communication and Relationships* (3 credits)

This course is designed to provide knowledge and skill in building and maintaining interpersonal relationships characterized by mutual understanding and respect. Students can expect to enhance their understanding of themselves and their personal styles. The course focuses on effective communication behaviour. Students can expect to improve their abilities to attend to verbal and non-verbal communication; exchange constructive feedback with others; address and deal constructively with conflict; and communicate across differences, such as gender and race. Conceptual perspectives include the contextual influences in relationship dynamics and the role of affect in interpersonal communication. The course also examines value considerations.

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 241 *Recreation and Leisure in Contemporary Society* (3 credits)

This course introduces students to the theories and relationships of play, perceptions of free and discretionary time, concepts of leisure, and the historical foundations for the discipline. The concepts are presented as integral components of today's lifestyle. In addition, the organized recreation system is examined, with an introduction to the leisure services delivery system. The students also examine the role that leisure plays in current societal issues.

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 281 *Introduction to Therapeutic Recreation* (3 credits)

An examination of the fundamental concepts of therapeutic recreation. Included is the study of the historical foundations and the basic terminology, purposes, and theories of therapeutic recreation.

AHSC 298 *Selected Topics in Applied Human Sciences* (3 credits)

Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.

AHSC 310 Tourism in Canada (3 credits)

This course presents an examination of the tourism industry in Canada, including concepts, research, practices, and promotion. Topics covered include destination motivation, commercial recreation, business travel, trends in tourism development, government agencies, the economics of promotion, social objectives, market segmentation, and ethical and legal considerations.

AHSC 311 Respecting Diversity in Human Relations (3 credits)

Prerequisite: 24 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: 24 university credits including AHSC 220, 230 or enrolment in the Major or Minor in Interdisciplinary Studies in Sexuality. 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 321 Historical Foundations of Leisure and Recreation (3 credits)

Prerequisite: AHSC 241. This course offers an overview of leisure and recreation throughout history, highlighting selected major trends among different historical eras. This includes the historical and philosophical roots of leisure, the conditions in society that

have affected leisure, the responses to those conditions, and the role of leisure in contemporary life. This course offers an opportunity to analyze the values, beliefs and ethics relating to leisure that shape modern traditions and cultures.

NOTE: Students who have received credit for AHSC 215, HIST 215, PHIL 255 or for this topic under an AHSC 298 number may not take this course for credit.

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 323 Gender and Leisure (3 credits)

Prerequisite: 24 university credits including AHSC 241 or 242. This course focuses on theory and empirical research concerning the relationships between gender and leisure. This includes topics such as the effect of gender on leisure meanings, constraints to leisure, and participation in leisure. In addition, this course explores the cultural influences of leisure related to gender identity and gender relations. As part of this, the course explores the role that leisure plays as a significant site for the social construction and contestation of gender. Emphasis is placed on understanding ways in which gender relations and gender role expectations affect and are affected by leisure.

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 333 Leisure and the Environment (3 credits)

Prerequisite: 24 university credits including AHSC 241 or 242. This course examines the state of the natural environment, and explains how leisure service providers play a crucial leadership role in fulfilling the needs of both the public and the environment.

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

Prerequisite: 24 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 350 Leisure Education (3 credits)

Prerequisite: AHSC 241, 260. This course offers an introduction to the field of leisure education. The history and underlying philosophy of the concept is presented. The roles of the school, community, and community-serving agencies are examined. Existing models are analyzed and discussed.

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 360 *Play, Adult Learning and Development* (3 credits)

Prerequisite: 24 university credits including AHSC 220. This course examines the concept of play in adult learning and development. Gender, age, ethnic and social class diversity are explored as they relate to adult play behaviour.

AHSC 361 *Leisure Services Leadership* (3 credits)

Prerequisite: AHSC 230, 241. This course offers an analysis of leadership theory and its application to leisure services. Major topics are the principles and practices of leadership, group dynamics, leadership skill development and program planning, and the unique role of the leisure leader.

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 371 *Community Recreation Planning* (3 credits)

Prerequisite: AHSC 241, 260. The course focuses on the application of recreation planning, theory, and skills. It examines methods and procedures used to assess client needs, design and deliver programs and services, and evaluate their impact. Practical experience is gained through a combination of field experience, project planning, and group work.

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

Prerequisite: 24 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 381 *Concepts in Therapeutic Recreation Programming* (3 credits)

Prerequisite: AHSC 241, 260, 281. This course explores current therapeutic recreation practices with emphasis on rehabilitation in community and clinical settings such as hospitals, group homes, psychiatric centres, rehabilitation clinics, and correctional centres. Leisure planning and assessment models are studied to identify the modes of recreational activity which may be used as an intervention.

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

Prerequisite: 24 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 383 *Therapeutic Recreation and Physical Disabilities* (3 credits)

Prerequisite: AHSC 220, 281. This course gives an overview of the role and impact of therapeutic recreation services for individuals with physical disabilities and limitations. It analyzes the barriers to recreation participation along with the planning and designing of a safe and accessible recreational environment.

AHSC 384 *Therapeutic Recreation: Cognitive Disabilities and Illness* (3 credits)

Prerequisite: AHSC 220, 281. This course gives an overview of the role of therapeutic recreation services for individuals with cognitive disabilities and limitations or illness. It focuses on the etiology, impact, and barriers related to specific conditions. It also studies legislation trends and resources for community recreation integration and the role of transitional programs.

AHSC 385 *Social Psychology of Leisure* (3 credits)

Prerequisite: 24 university credits including AHSC 241. This course deepens students' understanding of how personal and social factors shape individuals' perceptions and experiences of recreation and leisure. Students engage in a critical review of current theory and research focusing on the relationship between leisure and individual functioning, and applications to human problems associated with leisure.

NOTE: Students who have received credit for AHSC 285, PSYC 286 or for this topic under an AHSC 298 number may not take this course for credit.

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

AHSC 399 *Selected Topics in Applied Human Sciences* (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.

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* (3 credits)

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 421 *Political and Legal Aspects of Leisure Services* (3 credits)

Prerequisite: 30 university credits including AHSC 241. This course provides students with a theoretical understanding of the complexity of providing leisure services in the province of Quebec. The course examines the administration of leisure services in municipal, regional, provincial, and federal governments. The course examines law as it applies to aspects of recreational activities in the areas of organization, supervision, and participation. The course covers the Quebec Civil Code, the Canadian Constitution, and the Quebec and Canadian Charter of Rights and Freedoms as they apply to the study of leisure.

AHSC 422 *Youth and Leisure* (3 credits)

Prerequisite: 30 university credits including AHSC 220, 241, 260. This course develops an understanding of the leisure needs of youth from emotional, physical, psychological, and sociological perspectives. Major areas of discussion include leisure preferences and needs assessment, strategies for programming, dealing with youth-at-risk, and recreational opportunities for youth. Lectures and laboratory.

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 427 *Administration of Leisure Services* (3 credits)

Prerequisite: 60 university credits including AHSC 361; AHSC 371 or 381. This course offers an analysis of the processes involved in planning and managing leisure service delivery systems. Topics to be studied include principles of planning, organization, budgeting, and supervision.

AHSC 431 *Recreation and Leisure Studies Seminar* (3 credits)

Prerequisite: 60 university credits including AHSC 321, 361, 371, 385. This is a third-year interdisciplinary seminar in which students can tie together all they have learned in the Recreation and Leisure Studies program. Additionally, students are set on a course of study that should continue after they graduate so that they can keep up with future developments in this area.

AHSC 432 *Seminar in Therapeutic Recreation* (3 credits)

Prerequisite: 60 university credits including AHSC 321, 361, 381, 383, 384. This is a third-year interdisciplinary seminar in which students can tie together all that they have learned in the Therapeutic Recreation program. Additionally, students are set on a course of study that should continue after they graduate so that they can keep up with future developments in this area.

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 AHSC 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 437 Internship in Recreation and Leisure Studies (6 credits)

Prerequisite: 60 university credits including AHSC 361, 371; permission of the Department. This course provides students with an opportunity to design, implement, and evaluate programs; to facilitate groups in a variety of settings; and to establish working relationships with field personnel. In consultation with their supervisors, students select a site related to their learning interests. Students learn to develop and manage their own project and to self-assess their work. The course includes fieldwork, seminars, and team meetings.

AHSC 438 Internship in Therapeutic Recreation (9 credits)

Prerequisite: 60 university credits including AHSC 361, 381, 383, 384; permission of the Department. This course provides students with an opportunity to design, implement, and evaluate programs, to facilitate groups in a variety of settings, and to establish working relationships with field personnel. In consultation with their supervisors, students select a site related to their learning interests. Students learn to develop and manage their own project and to self-assess their work. The course includes fieldwork, seminars, and team meetings.

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 442 Community Development and Leisure (3 credits)

Prerequisite: 30 university credits including AHSC 361; 371 or 381. This course involves the examination of philosophical and theoretical community development approaches in the field of leisure studies. Students explore the numerous elements of community development practice including citizen engagement, relationship building, and community capacity. Students develop their understanding of current trends in community development and critically examine its implications for practice in the context of leisure.

AHSC 444 The Older Adult and Leisure (3 credits)

Prerequisite: 30 university credits including AHSC 220, 241, 260. This course examines the aging process in the physical, cognitive, and affective domains. It familiarizes the student with the characteristics of the aging population as related to leisure, recreation, and lifestyle. It focuses on developing and understanding the impact of lifelong leisure in the aging process. The course reviews issues related to the phenomenon of leisure in retirement and discusses the process of delivering leisure services to older individuals.

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 450 Leisure Assessment and Counselling (3 credits)

Prerequisite: 30 university credits including AHSC 281. This course focuses on the use of assessment applied to individual leisure abilities, interests and needs, and the application of counselling theory to the field of leisure services. A variety of assessment tools are analyzed/interpreted. Theories, models, and methods of leisure counselling are discussed.

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 families' 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 490 *Independent Study I* (3 credits)

Prerequisite: 30 university credits; permission of the Department. Students work on topics in consultation with a study supervisor. The study may include readings, field studies, and/or research.

AHSC 491 *Independent Study II* (3 credits)

Prerequisite: 30 university credits; permission of the Department. A student who has received credit for AHSC 490 may register for AHSC 491.

AHSC 498 *Advanced Topics in Applied Human Sciences* (3 credits)

AHSC 499 *Advanced Topics in Applied Human Sciences* (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.
