

Justice Institute of British Columbia COURSE OUTLINE

Course Code: CY277

Course Title: Who Am I? Youth and Identity: Creating Positive and Meaningful Experiences

Prerequisite Courses:

School: School of Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety - Counselling and Capacity Building

Previous Course Code & Title:

Course First Offered:

# of Credits:	1.0
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Course Description:

This course is designed for counsellors, social workers, teachers and all professionals working with youth. Bullying, gangs, and violence are part of the youth experience today. We will look at how groups and individuals self-identify, how others identify them and the impact of positive and negative identities. Using identity development theory as a framework we will explore how we can work more effectively with youth, and address some of the challenges they face in their lives today. While this course is grounded in theory, it will also be experiential, self-reflective and participatory and taught within a social justice framework.

Course Goal(s):

To examine the importance and impact of identity on how we see ourselves, how others see us and how we interact with others based on our identities.

Learning Outcomes:

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

1. Understand the significance of identity and its role in how we self-identify and how others may identify us
2. Learn about Identity Development Theories, both of the marginalized and of the dominant culture.
3. Explore concepts of multiplicity, intersectionality, dominance, centering, power and privilege
4. Share our own experience and case examples
5. Incorporate Identity theory into our work with youth in order to be more effective and appropriate in their work.

Course Topics/Content:

- Identity development theories, social justice theories

Text and Resource Materials: Use APA style; specify chapters where applicable. ([Style](#))

Required:

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate	x	Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:

Whilst this course is embedded in a strong theoretical framework, it will be experiential and participatory, and consist of experiential exercises and activities, discussion and case examples. Since learning is more effective when related to one's own experience, participants are encouraged to bring and share specific examples from their own life and work experience.

Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		
Passing Grade:		Pass			

Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

100% attendance in the class

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

[://www.jibc.ca/programs-courses/jibc-calendar/academic](http://www.jibc.ca/programs-courses/jibc-calendar/academic)

Student Academic Integrity Policy
 Academic Progression Policy
 Admissions Policy
 Academic Appeals Policy
 Evaluation Policy
 Grading Policy

Student Policies:

[://www.jibc.ca/programs-courses/jibc-calendar/student](http://www.jibc.ca/programs-courses/jibc-calendar/student)

Access Policy
 Harassment Policy – Students
 Student Records Policy
 Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.