

**BACHELOR OF COMMUNITY REHABILITATION (BCR)
UNIVERSITY OF CALGARY**

Requesting Institution & Program: _____

**Description of Courses/Experience related to the BCR
Based on Rehabilitation Practitioner Block Transfer Units
(To be Used in Determining Equivalency of Related Diplomas)**

Title and Transfer Description	# of Units *	Description (How the college program covers this unit)	College Courses	Hours
<p>Values History and Issues Related to Human Service</p> <p>Personal values and beliefs about difference will be examined in light of historical practices, paradigm shifts, service provision changes, current issues and trends. Ethics, client rights and professional responsibility are concepts introduced and carried throughout the diploma program.</p>	1			
<p>Current Range of Human Services Options</p> <p>Voluntary, public, legislated and fee-for-service options are discussed in light of the role of consumers, organizations and services in the ongoing evolution of available options. Service delivery options will be explored, including early intervention, school/education options, work and living arrangements.</p>	1			

* Units are approximately equivalent to one U of C 1/2 course or 40 hours of instruction plus associated assignments, labs, etc. A unit may consist of portions from a number of courses.

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<p>Disabling Conditions</p> <p>Disabling Conditions, including those affecting intellectual abilities, sight, hearing, touch and motor skills. Including causes, incidence rates, prevention, amelioration and adaptive devices. Impacts and responses to the disability by affected individuals, their families and social groups (including education) are also presented.</p>	1			
<p>Career Training ie. Specific training related to populations</p> <p>An examination of organizational systems, structures, inclusive community support options, client case management, social supports, resource and information management and advocacy needs is presented within the context of at least four of the major service systems. Student experiences include classroom discussion, presentations from community professionals and practicum experiences in designated settings.</p>	3			

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<p>Supervised Practica</p> <p>A sequence of opportunities for the supervised application of theory in a variety of agencies, with children, young people, or adults, both individually and in groups. Discussion of practicum experiences may occur via seminars, group discussions and instructor/student conferences.</p>	4			
<p>Life Span Studies</p> <p>Age-specific theories and issues covering expected development across the lifespan and the impact of environment on physical, social and emotional growth. The student becomes sensitive to age and development as variables in program planning. Students relate developmental theory to issues facing families and individuals within age appropriate groupings.</p>	1			

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<p>Communication/Helping/Interviewing Skills</p> <p>Involves the theoretical explanation and practical experience of functional interpersonal skills with application of these skills in the context of interviewing and conducting an effective counselling relationship. Utilizes didactic skill practice and lab simulation coordinated with theoretical presentation. Usually includes a sequencing from self awareness to interpersonal competence to effective helping.</p>	2			
<p>Introduction Level Psychology</p> <p>A series of instructional units reviewing psychological theorists, theoretical contributions and frameworks. Lectures and discussion focus on principles and development of perception, motivation, cognition and their significance to the psychological functioning of the individual. This needs to be a university transferable course as prerequisite for more senior courses.</p>	1			

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<p>Intervention Skills and Individual Planning</p> <p>A sequenced set of experiences including observation, assessment, goal planning, implementation and evaluation. Theory is applied to individuals and small group settings; this would generally include classroom instruction, small group assignments and supervised application to client interventions.</p>	3			
<p>Basic Health Practices</p> <p>Basic concepts and skills related to current community health issues including assessment, planning, implementation and evaluation of strategies to maintain wellness, prevent communicable diseases, and identify concerns related to mental health abuse and substance abuse. Theory is applied and analyzed in the classroom, small group, community and laboratory settings. Skills include Standard First Aid, CPR level C and personal care for clients.</p>	1			

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<p>English Elective</p> <p>Exceeding English 30NB: College communications courses may not satisfy the basic U of C admission requirement.</p>	1			
<p>Open University Transfer Electives</p> <p>Arts and Sciences.</p>	2			

If you have any questions about this form please contact Karen Fedato of Community Rehabilitation and Disability Studies, University of Calgary at 403.220.2985.

Please submit this form to Karen Fedato by e-mail to kfedato@ucalgary.ca or by fax to 403.220.6494.

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