



COURSE OUTLINE: CYC0103 - RELATIONAL PRACTICE

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CYC0103: RELATIONAL PRACTICE IN CYC
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	Relational Child and Youth Care is articulated through twenty-five characteristics which are organized in a three-part framework of ways of being, interpreting, and doing. This course is designed to introduce CICE students, with the assistance of a learning specialist, to the concepts, principles and methods underlying these characteristics. Using the domain of Developmental Practice Methods found in Child and Youth Care, emphasis will be placed on understanding life-space, the therapeutic milieu, and the interaction between the CYC and the young person, family and/or community.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Integrate fully in academic, social and community activities.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects.



EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Identify and apply concepts, principles and methods underlying Child and Youth Care relational practice.	1.1 Define Relational Practice 1.2 Define Life Space, including virtual communication and electronic media use 1.3 Identify strategies of relational, developmental, and culturally safe practices to support changes for children and youth. 1.4 Define Strengths-Based approach. 1.5 Understand developmental domains of assessment. 1.6 Understand ecological and systems context. 1.7 Define milieu therapy. 1.8 Understand the impact of the environment, including the cultural, economic, physical, emotional, social, spiritual, and/or psycho-social contexts in which children, youth and their families live and function. 1.9 Apply principals of relational practice including consideration for safety, presence, empathy, and trust. 1.10 Use engagement strategies to promote positive relationships. Establish and apply professional boundaries. 1.11 Apply the principles of Milieu theory - (i.e. physical, social, sensory- emotional, cultural, and ideological factors). 1.12 Incorporate culturally specific developmental perspectives into Child and Youth Care practice. 1.13 Apply strategies of relational practice to a variety of settings and contexts. 1.14 Acknowledge factors that promote mental health and well being.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Develop the capacity to work with children, youth and families from diverse backgrounds, using equitable and inclusive approaches in connection to relational practice.	2.1 Identify needs for FNIM (First Nations, Inuit and Metis) children and youth and take into account culture, heritage, tradition, connection to community and concept of the extended family. 2.2 Recognize the impacts of systemic practices on the experience of diverse populations. 2.3 Explain the approaches of cultural humility and cultural safety in supporting children, youth, and families in the life space. 2.4 Identify culturally safe practice considerations when



		<p>engaging with community members or entering a community.</p> <p>2.5 Examine Indigenous Worldviews, political and community systems as well as cultural practices.</p> <p>2.6 Identify and apply relationship building skills in the life space utilizing reflection on identity, power, and privilege.</p> <p>2.7 Engage in a culture of learning through reflective practice that drives continuous learning and understanding of the role of oppression while focusing on meaningful relationship building with all peoples, families and communities.</p> <p>2.8 Respect the views and values of children, youth and their families in determining positive changes in their life spaces</p> <p>2.9 Respect Indigenous ways of knowing and the use of Wise approaches to support Indigenous children, youth and their families.</p> <p>2.10 Identify own privilege and social location and their impacts on personal and professional practice</p> <p>2.11 Identify unconscious biases that contribute to oppression and discrimination with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental and/or physical disability.</p> <p>2.12 Recognize the impact of privilege and develop strategies of self-reflection to develop meaningful relationships with all peoples and communities.</p>
	<p>Course Outcome 3</p>	<p>Learning Objectives for Course Outcome 3</p>
	<p>3. Employ communication, collaboration, and relational skills to enhance professionalism of practice.</p>	<p>3.1 Recognize multiple ways of communication when collaborating with children, youth, interprofessional teams, and communities that maintain professional boundaries.</p> <p>3.2 Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism as determined by ethical standards.</p> <p>3.3 Develop clear, concise written, verbal and non-verbal, and electronic communications for diverse peoples using anti-oppressive language.</p> <p>3.4 Employ verbal and non-verbal communication in a clear, respectful and non-violent manner.</p> <p>3.5 Employ public speaking skills.</p> <p>3.6 Employ written and electronic communication with accuracy and conscious use of tone, wording, context and professionalism.</p>
	<p>Course Outcome 4</p>	<p>Learning Objectives for Course Outcome 4</p>
	<p>4. Engage in self-inquiry, relational inquiry, and critical reflection to develop strategies for learning and the practice of self-care, as a practitioner.</p>	<p>4.1 Understand how self-care impacts relationships with children, youth, and families.</p> <p>4.2 Identify and consider how personal meaning-making lens (values, beliefs, opinions and one`s own social location and experiences) impact interactions with children, youth, families, and colleagues.</p> <p>4.3 Access and utilize appropriate resources, supervision feedback and self-care strategies (i.e., cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance</p>

	<p>personal growth and professional practice.</p> <p>4.4 Practice strategies of self-reflection through engaging in a culture of reflective practice to support the development of meaningful relationship with all peoples and communities.</p> <p>4.5 Reflect on one`s own biases and critically examine how one`s own identity and experiences influence their interactions with children, youth, and families.</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Use professional development resources and supervision to increase professional capacity, learning and leadership skills as it relates to relational practice.	<p>5.1 Use formal and informal feedback to enhance professional growth and development.</p> <p>5.2 Access and apply professional literature, particularly in evidence-based research and evidence informed and culturally safe, wise practices.</p> <p>5.3 Build capacity for the use of internet tools to conduct and support relational virtual care practice.</p> <p>5.4 Develop and apply organizational and time management skills.</p> <p>5.5 Demonstrate a positive response and openness to feedback from peers and professionals.</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Case Studies	35%
Professional Skill Development	20%
Quizzes	30%
Reflection	15%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.



4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

September 7, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

