



COURSE OUTLINE: CYC103 - RELATIONAL PRACTICE

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

Course Code: Title	CYC103: RELATIONAL PRACTICE IN CYC
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
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 students 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:	1065 - CHILD AND YOUTH CARE
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop and maintain therapeutic relationships with children, youth and their families, respecting their unique life spaces, and applying the principles of relational practice to meet their needs
	VLO 2 Assess the strengths, developmental and holistic needs of children, youth and their families, using methods grounded in theoretical frameworks, research and therapeutic practices, to develop care and intervention plans.
	VLO 4 Use equitable and inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks, as well as cultural humility, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by children, youth and their families.
	VLO 6 Employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice.
	VLO 7 Engage in self-inquiry, relational inquiry and critical reflection to develop strategies for learning and the practice of self-care, as a practitioner.
	VLO 8 Use professional development resources and supervision to increase professional capacity, learning and leadership skills.
VLO 12 Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in LGBTQ2+ and disabled communities, by identifying systemic inequities and barriers, integrating practices such as trauma-informed care, and respecting their inherent rights to	



self-determine.

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:

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.	<p>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.</p> <p>2.2 Recognize the impacts of systemic practices on the experience of diverse populations.</p> <p>2.3 Explain the approaches of cultural humility and cultural safety in supporting children, youth, and families in the life space.</p> <p>2.4 Identify culturally safe practice considerations when 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>
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Employ communication, collaboration, and relational skills to enhance professionalism of practice.	<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,</p>

	<p>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>
Course Outcome 4	Learning Objectives for Course Outcome 4
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>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 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%

Date:

June 23, 2022

Addendum:

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

