



COURSE OUTLINE: CYC104 - CYC METHODS I

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

Course Code: Title	CYC104: CYC METHODS I: INTRO TO THE PROFESSION
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Academic Year:	2022-2023
Course Description:	This course introduces students to the field of Child and Youth Care including a review of professional knowledge, skills, and attitudes that are uniquely those of competent Child and Youth Care practitioners. Students will develop an understanding of the history of the profession, roles and responsibilities of CYCs, ethical practice, developing personal self-awareness through reflection and understanding the needs of the children, youth and families that CYCs work with. An important objective for this course is for the student to begin to assess, develop and evaluate goals regarding their own personal and professional growth through the use of reflective learning.
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.
Substitutes:	CYC102
This course is a pre-requisite for:	CYC158
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 3 Develop and implement care and intervention plans appropriate for the therapeutic milieu using evidence-informed practices and research to provide support for children, youth, and their families.
	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 5 Advocate for, and in solidarity with, children, youth, their families and communities through their participation in the development and implementation of care and



	<p>intervention plans that uphold their rights.</p> <p>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.</p> <p>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.</p> <p>VLO 8 Use professional development resources and supervision to increase professional capacity, learning and leadership skills.</p> <p>VLO 9 Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.</p> <p>VLO 10 Practice in a variety of contexts and settings, respecting needs for developmental growth, safety, wellbeing and agency, while addressing the varying age and developmental ranges of children, youth, and their families.</p> <p>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.</p>				
Essential Employability Skills (EES) addressed in this course:	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>				
Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>				
Books and Required Resources:	<p>No Such Thing as a Bad Kid by Appelstein Publisher: Appelstein Publishing Edition: 2nd ISBN: 9780984589746</p>				
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Understand the principles of relationships with</td> <td>1.1 Use communication skills and engagement strategies to promote positive relationships, understanding and trust</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Understand the principles of relationships with	1.1 Use communication skills and engagement strategies to promote positive relationships, understanding and trust
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children, youth and their families, relational practice and respecting their unique life space, and cultural and human diversity.	1.2 Understand the principles of relational practice and how it supports changes for interpersonal patterns within their day-to-day environment 1.3 Understand the importance of promoting resiliency in children, youth and their families 1.4 Interact in a professional manner as guided by the professional code of ethics, and organizational policies and procedures.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Explain the significance of strengths, developmental and holistic needs in assessing children, youth and families.	2.1 Understand developmental domains (cognitive, physical, emotional, behavioural and social) in children, youth, and families 2.2 Describe how strengths and needs are impacted by developmental, environmental, physical, emotional, social and mental health factors.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Explain the role of Child Welfare agencies and develop knowledge of the duty to report abuse in accordance with the Ontario Child, Youth and Family Services Act, 2017.	3.1 Identify the role of various child welfare agencies and their legislated authority 3.2 Explain reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection 3.3 Describe when and how to take appropriate action in reporting suspicion of a child/youth who is or may be at in need of protection in accordance with CYFSA, 2017.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Plan and explain interventions in the areas of therapeutic milieu and programming to promote resiliency and to enhance development.	4.1 Plan and explain moment-to-moment interventions such as the use of daily activities to create positive change 4.2 Apply an interactive approach (ie. Work with and play with) to activities of daily living within the therapeutic milieu to develop relationships and promote involvement in activities 4.3 Begin to understand behaviour management strategies necessary to promote positive behaviour 4.4 Create and modify the therapeutic milieu to maximize learning and to promote change in children, youth and their families 4.5 Identify, locate and evaluate community resources for programs and activities
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Articulate the foundational identity of Child and Youth Care.	5.1 Describe the historical context of Child and Youth Care 5.2 Explain key concepts within Child and Youth Care practice 5.3 Describe the role of the Ontario Association of Child and Youth Care.
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Demonstrate knowledge of children, youth and family's rights.	6.1 Identify and access information on the rights of children, youth and their families such as the United Nations Convention on the Rights of the Child, and the Child, Youth and Family Services Act, 2017.
Course Outcome 7	Learning Objectives for Course Outcome 7



	<p>7. Apply communication, collaboration, and organizational skills within the classroom to enhance professionalism.</p>	<p>7.1 Establish and maintain appropriate boundaries with classmates 7.2 Develop and apply organizational and time management skills 7.3 Utilize professional terminology where appropriate (this includes spelling and grammar skills which are supported in your Language and Communication courses) 7.4 Employ verbal and non-verbal communication in a clear, respectful manner 7.5 Protect and maintain confidentiality as governed by College policy and professional code of ethics 7.6 Show an awareness and understanding of communication technologies, including social media and adaptive technologies 7.7 Select and use technologies to document all relevant information related to professional role and responsibility 7.8 Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism.</p>
	<p>Course Outcome 8</p>	<p>Learning Objectives for Course Outcome 8</p>
	<p>8. Develop and implement self-care strategies using self-inquiry and reflective processes to promote self-awareness and to enhance practice as a child and youth care practitioner.</p>	<p>8.1 Assess one’s own professional skills, knowledge and personal well-being in an ongoing manner and reflect on the impact of these factors in future practice 8.2 Access and utilize appropriate resources and self-care strategies to enhance personal growth and future professional practice 8.3 Value self-care practices and integrate mindfulness, self-regulation and managing emotions and stress into one’s own life 8.4 Identify and use strategies to prevent and/or combat stress in one’s own life 8.5 Identify and consider how personal meaning-making lens (values, beliefs, opinions and one’s own social location and experiences) may impact interactions with others.</p>
	<p>Course Outcome 9</p>	<p>Learning Objectives for Course Outcome 9</p>
	<p>9. Represent one’s skills, knowledge, and experience as a CYC in training in a realistic and clear manner for professional growth and lifelong learning.</p>	<p>9.1 List and describe skills and attitudes pertinent to the field of CYC 9.2 Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and faculty 9.3 Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals 9.4 Develop and implement strategies to guide ongoing professional growth and learning 9.5 Act in accordance with professional code of ethics and professional standards 9.6 Develop a professional identity as a child and youth care practitioner 9.7 Begin to establish a professional support network 9.8 Access and apply professional literature 9.9 Explore career choices and employment opportunities in</p>

the child and youth care field.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Duty to Report Workshop and Quiz	10%
Professional Identity Assignment	15%
Quizzes	40%
Self-Care Assignment	15%
Weekly Assignments	20%

Date:

August 22, 2022

Addendum:

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

