



## COURSE OUTLINE: CYC306 - COMM PRACT V BLOCK 1

Prepared: Child and Youth Care Faculty

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

<b>Course Code: Title</b>	CYC306: COMMUNITY PRACTICUM V: BLOCK 1
<b>Program Number: Name</b>	1065: CHILD AND YOUTH CARE
<b>Department:</b>	CHILD AND YOUTH WORKER
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course provides an intense experiential learning opportunity that focuses on the integration of theory and practice. Students will select and apply professional skills in both routine and complex situations. There will be a particular emphasis on relational practice and strength-based interventions that enhance development and promote positive change. The course includes 32 hours of placement experience per week (or equivalent) together with an individualized seminar component (one hour per week) that addresses the outcomes of CYC150 in a compressed format. In order to receive credit for this course, students must also successfully complete its co-requisite, CYC301.
<b>Total Credits:</b>	24
<b>Hours/Week:</b>	33
<b>Total Hours:</b>	462
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	CYC301
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1065 - CHILD AND YOUTH CARE</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	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 intervention plans that uphold their rights.
	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.
<b>Essential Employability Skills (EES) addressed in this course:</b>	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:** Satisfactory/Unsatisfactory  
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A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

<b>Course Outcomes and Learning Objectives:</b>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
	1. Use professional development resources and supervision models to support professional growth.	1.1 Work collaboratively and cooperatively with supervisors and the staff team to identify the roles and responsibilities of the student on placement 1.2 Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and supervisor 1.3 Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals Act in accordance with professional codes of ethics and professional standards
	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
	2. Develop and maintain relationships with children, youth and their families applying principles of relational practice and respecting their unique life space, cultural and human diversity.	2.1 Support children, youth and their families to develop the personal capacity to bring about positive changes within themselves 2.2 Maintain the privacy and confidentiality of child, youth and family information in accordance with all legislative requirements and agency policies 2.3 Apply principles of relational practice including consideration, safety, trust, presence and empathy

	<p>2.4 Select and use strategies of relational practice to support changes for clients' interpersonal patterns using a strength-based focus within their day-to-day environment</p> <p>2.5 Demonstrate an ability to work with the client consistent with client developmental levels to promote client growth</p> <p>2.6 Establish and adapt professional boundaries with children, youth and their families while accepting the diverse needs, composition and dynamics of contemporary families</p>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
<p>3. Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges.</p>	<p>3.1 Assess developmental domains and support children, youth and families in identifying their own strengths and needs within the context of their current environments</p> <p>3.2 Apply evidence based research in addressing patterns of growth and development, and change theory</p> <p>3.3 Apply learning theories to promote the learning of new behaviour</p> <p>3.4 Promote resilience and the development of pro-social coping strategies</p> <p>3.5 Promote mental health wellness in children, youth and families</p> <p>3.6 Use and adapt strength-based techniques to prevent, de-escalate and manage identified behaviour in children and youth in a variety of settings</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
<p>4. Analyze and evaluate the impact of inter-relationship among family, social service, justice and community systems and, as applicable, use this information in the planning of care and the reduction of systemic barriers.</p>	<p>4.1 Support children, youth and families in their understanding of the roles of the systems and services with which they interact to facilitate their access to relevant resources</p> <p>4.2 Determine reasonable grounds to suspect when a child is at risk for abuse and neglect and may be in need of protection, and take appropriate action in reporting these incidences in accordance with the Ontario Child, Youth and Family Services Act, 2018</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
<p>5. Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and enhance development.</p>	<p>5.1 Select and apply evidence informed interventions consistent with their developmental level, identified strengths, needs and goals</p> <p>5.2 Plan, implement and adapt activities of daily living consistent with the interests, developmental level and the cultural practices of children and youth</p> <p>5.3 Apply life space interviewing techniques, behaviour management strategies and crisis intervention skills to maximize learning and promote positive change in children, youth and families</p> <p>5.4 Collaborate with other professionals to plan, implement and adapt therapeutic programs, approaches and resources that respond to identified areas of strengths and needs</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>



	6. Advocate for the rights of children, youth and families, and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.	6.1 Identify and access information on the rights of children, youth and families, and advocate for safeguards against systemic injustices, abuse, mistreatment and exploitation 6.2 Promote self-advocacy in children, youth and their families 6.3 Engage with children in ways that demonstrate an understanding of differences, suspending judgment and showing support and empathy
	<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
	7. Apply communication, teamwork and organizational skills within the inter-professional team and with community partners.	7.1 Plan and implement, clear, concise written, oral and electronic communications for diverse 7.2 individuals, families and groups using anti-oppression language 7.3 Maintain confidentiality as governed by agency policy, legislation, and professional codes of ethics 7.4 Demonstrate an ability to maintain appropriate boundaries with professional colleagues, children, youth and their families, 7.5 Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families, 7.6 Select and use technologies to document all relevant information related to professional role and responsibility (i.e., completing written reports, preparing presentations, completing electronic forms, etc.) 7.7 Comply with documentation and reporting requirements including those related to the Child, Youth and Family Services Act, 2018, youth justice requirements and other applicable legislation
	<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
	8. Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness.	8.1 Identify and consider how personal values, beliefs, opinions and one`s own social location and experiences may impact interactions with children, youth, families and colleagues, 8.2 Assess professional skills, knowledge and personal well-being in an ongoing manner and reflect on the impact of these factors on one`s own practice 8.3 Use reflective tools to learn from and gain insight from interaction with children, youth, families and colleagues 8.4 Access and utilize appropriate resources and self-care strategies ( i.e., cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal growth and professional practice

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Field Documentation/Reports	100%

**Date:** June 28, 2022

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