



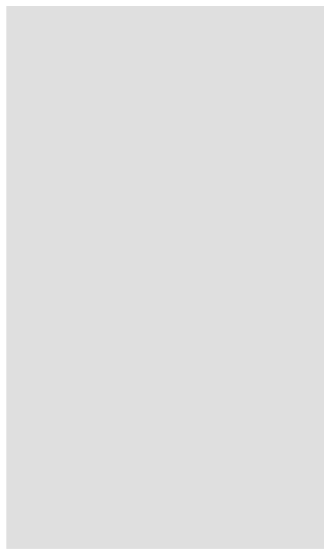
## COURSE OUTLINE: CYC208 - COMM PRACTICUM II

Prepared: Child and Youth Care Faculty

Approved: Karen Hudson, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CYC208: COMMUNITY PRACTICUM II
<b>Program Number: Name</b>	1065: CHILD AND YOUTH CARE
<b>Department:</b>	CHILD AND YOUTH WORKER
<b>Academic Year:</b>	2023-2024
<b>Course Description:</b>	<p>This is the second level of field placement in the Child and Youth Care program. Competencies comply with CYC standards and guidelines as established by the Ministry of Training, Colleges and Universities, and by the CYC professional community. Emphasis is on the integration of theory and practical experience and the development of the student as a professional Child and Youth Care practitioner.</p> <p>The fieldwork and seminar format enables students to gain self-confidence in their abilities, become aware of their motivations and share their problems, anxieties and feelings. This class also assists the students with understanding the broader social context involved in an individual child's life (i.e. family, peers and community). The holistic approach is emphasized as students learn to become competent workers in this profession.</p>
<b>Total Credits:</b>	7
<b>Hours/Week:</b>	14
<b>Total Hours:</b>	196
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<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.

VLO 9 Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.

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.

VLO 11 Employ crisis prevention and intervention techniques, and harm-reduction principles, with children, youth and their families in the provision of care, to ensure their safety, resolution of crises, and reparation of relationships.

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:**

Satisfactory/Unsatisfactory

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

**Other Course Evaluation & Assessment Requirements:**

Students are required to review and sign a Community Practicum Contract outlining expectations of them as per the Academic and Community Practicum Policies along with the consequences should these expectations not be met.

**Course Outcomes and Learning Objectives:**

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Use professional	1.1 Work collaboratively and cooperatively with supervisors and



	development resources and supervision models to support professional growth	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 1.4 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 2.4 Select and use strategies of relational practice to support changes in clients` interpersonal patterns using a strength-based focus within their day-to-day environment 2.5 Demonstrate an ability to work with the client consistent with client developmental levels to promote client growth 2.6 Establish and adapt professional boundaries with children, youth and their families while accepting the diverse needs, composition and dynamics of contemporary families
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	3. Apply communication, teamwork and organizational skills within the inter-professional team and with community partners	3.1 Plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language 3.2 Maintain confidentiality as governed by agency policy, legislation, and professional codes of ethics 3.3 Demonstrate an ability to maintain appropriate boundaries with professional colleagues, children, youth and their families. 3.4 Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families. 3.5 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. 3.6 Comply with documentation and reporting requirements including those related to the Children Youth and Family Services Act, 2017, youth justice requirements and other applicable legislation.
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Develop and implement self-care strategies using	4.1 Identify and consider how personal values, beliefs, opinions and one`s own social location and experiences may impact

	<p>self-inquiry and reflection processes to promote self-awareness</p>	<p>interactions with children, youth, families and colleagues  4.2 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  4.3 Use reflective tools to learn from and gain insight from interaction with children, youth, families and colleagues  4.4 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</p>
<b>Date:</b>	June 27, 2023	
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.	