



## COURSE OUTLINE: CYC253 - COUNSELLING SKILLS 2

Prepared: Child and Youth Care Faculty

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

<b>Course Code: Title</b>	CYC253: COUNSELLING SKILLS 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>	As a follow up to Counselling Skills I, this course is designed to promote further development of dimensions of helping. New skills in supporting and motivating clients toward their identified goals will be added to the existing framework of attending skills. Client-centered skills are examined further with a particular focus on intentional applications. Special areas to be introduced include: advocacy skills, maintaining an anti-oppression perspective and applying cultural competence in diverse cultural contexts. Philosophically, the course follows a strength/solution focus.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	CYC202
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	CYW234
<b>This course is a pre-requisite for:</b>	CYC305
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>1065 - CHILD AND YOUTH CARE</b></p> <p>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</p> <p>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.</p> <p>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.</p> <p>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.</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</p>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	



	<p>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 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 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.</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>				
<b>Essential Employability Skills (EES) addressed in this course:</b>	<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 4 Apply a systematic approach to solve problems.</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>				
<b>Course Evaluation:</b>	<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>				
<b>Books and Required Resources:</b>	<p>Choices: Interviewing and Counselling Skills for Canadians by Bob Shebib  Publisher: Pearson Edition: 8th</p> <p>Strengths-Based Counseling with At-Risk Youth by Michael Ungar  Publisher: Corwin Press, Thousand Oaks, California Edition: current  ISBN: 978-1-4129-2820-5</p>				
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1		
Course Outcome 1	Learning Objectives for Course Outcome 1				

<p>1. Engage in therapeutic relationships that reflect the principles of relational practice, including consideration, safety, trust, presence and empathy</p>	<p>1.1 Listen and communicate clearly, using attending skills to promote mutual understanding and trust  1.2 Apply a strength based focus to support positive changes in interpersonal patterns  1.3 Demonstrate respect for and sensitivity to diversity issues  1.4 Model and engage in therapeutic relationships with clients by using influencing `` skills and giving and taking feedback  1.5 Evaluate interactions and progress with the client on an ongoing basis, making adaptations as required  1.6 Explain the unique demands on the counsellor posed by crisis situations</p>
<p><b>Course Outcome 2</b></p>	<p><b>Learning Objectives for Course Outcome 2</b></p>
<p>2. Employ evidence informed intervention strategies and/or direct service to meet the needs and goals of children, youth, families and relevant others</p>	<p>2.1 Explain theoretical framework for counselling  2.2 Identify and assess the behavioural, developmental and psycho-social strengths and needs of clients in relation to their current environments  2.3 Negotiate reasonable and realistic goals with clients  2.4 Collaborate and consult with others for counselling approaches that effectively respond to needs of clients  2.5 Evaluate the results of processes, skills and strategies used</p>
<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
<p>3. Engage in professional relationships to enhance the quality of service for children, youth, adults and/or families</p>	<p>3.1 Actively engage and contribute as a team member  3.2 Consult with relevant others to gain an integrated understanding of the client/situation</p>
<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
<p>4. Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a Child and Youth Care Practitioner</p>	<p>4.1 Set and maintain professional boundaries with clients  4.2 Examine the impact of self on others and ensure that interactions are consistent, constructive and positive  4.3 Access and utilize formal and informal supervision and ongoing feedback  4.4 Establish reasonable and realistic goals for self to enhance work performance  4.5 Maintain confidentiality within the limits described by program policy, legislation, and professional ethics  4.6 Apply organizational and time management skills  4.7 Demonstrate physical, emotional, cognitive readiness to work with others (centeredness, attentiveness)</p>
<p><b>Course Outcome 5</b></p>	<p><b>Learning Objectives for Course Outcome 5</b></p>
<p>5. Demonstrate advocacy skills, using anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks</p>	<p>5.1 Determine, through self-assessment and in collaboration with others, current skills and cultural knowledge  5.2 Identify biases that may contribute to oppression with respect to race, ethnicity, national origin, religion, immigration status, political belief etc.  5.3 Identify system barriers including political, social and economic factors that may contribute to stereotyping, bias and social inequity</p>



5.4 Plan and implement advocacy/engagement strategies that promote equity and inclusion

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Assignments	30%
Participation and Professional Practice	30%
Tests	40%

**Date:**

July 17, 2023

**Addendum:**

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

