COURSE OUTLINE: CYC0102 - CYC METHODS I

Prepared: CYC Faculty
Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CYC0102: CYC METHODS I: INTRO TO PROFESSION
Program Number: Name	1065: CHILD AND YOUTH CARE 1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	20F
Course Description:	Child and Youth Care Methods I is an introductory course to the field of Child and Youth Care and to Community Practicum. CICE students, with the assistance of a Learning Specialist, will achieve a beginning familiarity with the body of knowledge, skills, and attitudes that are uniquely those of the competent Child and Youth Care practitioner. Child and Youth Care is an established profession with its own history. It operates within a Code of Ethics and has both provincial (Ontario Association of Child and Youth Counsellors OACYC,) and national associations. Along with the above, in this course, we will explore three central themes: the child at risk, the environment or settings that serve the child, and the Child and Youth Care practitioner as an agent of therapeutic change. This course will also prepare students for fieldwork experiences in educational settings. We introduce the skills and issues concerning observation, reporting, policies and ethics, and confidentiality.
Total Credits:	4
Hours/Week:	4
Total Hours:	60
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: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1065 - CHILD AND YOUTH CARE** VLO 1 Develop and maintain relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity. VLO 2 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 in order to promote positive change. VLO 3 Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers. VLO 4 Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families. VLO 5 Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

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	VLO 6	Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.
	VLO 7	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.
	VLO 8	Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.
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.
General Education Themes:	Civic Life Social and Cultural Understanding Personal Understanding	
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.	
Books and Required Resources:	No Such Thing as A Bad Kid: Understanding and Responding to Kids with Emotional & Behavioral Challenges Using a Positive, Strength Based Approach by Charles Applestein Publisher: Soaring Wings Press Edition: 2nd ISBN: 9780984589746	
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:	

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 Have an understanding of principles of relational practice including consideration, safety, trust, presence and empathy and how it supports changes for interpersonal patterns within their day-to-day environment 1.3 Understand 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. Identify the significance of strengths and needs in assessing children and youth, and understand that these are impacted by developmental, environmental, physical, emotional, social and mental health challenges.	2.1 Understand developmental domains (cognitive, physical, emotional and social) in children, youth, and families 2.2 Understand strength-based techniques to prevent, de-escalate, and manage identified behaviours in children and youth
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.	3.1 Identify and discuss the role of various child welfare agencies and their legislated authority 3.2 Determine reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection and determine when and how to take appropriate action in reporting these incidences in accordance with the Ontario Child and Family Services Act, 1990.
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. Understand and demonstrate an awareness of the rights of children, youth and their families.	5.1 Identify and access information on the rights of children, youth and their families including the United Nations Charter on the Rights of the Child
Course Outcome 6	**Learning Objectives for Course Outcome 6**
6. Apply communication, teamwork and	6.1 Establish and maintain appropriate boundaries with classmates

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organizational skills to enhance quality of service in child and youth care practice.	6.2 Develop and apply organizational and time management skills 6.3 Utilize professional terminology where appropriate (this includes spelling and grammar skills which are supported in your Language and Communication courses) 6.4 Demonstrate and apply the concepts of subjective and objective observations and recording 6.5 Protect and maintain confidentiality as governed by College policy and professional code of ethics 6.6 Show an awareness and understanding of communication technologies, including social media and adaptive technologies 6.7 Select and use technologies to document all relevant information related to professional role and responsibility 6.8 Explain concepts in ways that are understandable for and respectful of diverse individuals and groups
Course Outcome 7	**Learning Objectives for Course Outcome 7**
7. 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.	7.1 Assess professional skills, knowledge and personal well-being in an ongoing manner and reflect on the impact of these factors in future practice 7.2 Access and utilize appropriate resources and self-care strategies (ie. Cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal growth and future professional practice 7.3 Value self-care practices and integrate mindfulness, self-regulation and managing emotions and stress into one`s own life 7.4 Identify and use strategies to prevent and/or combat stress in one`s own life
Course Outcome 8	**Learning Objectives for Course Outcome 8**
8. Represent one`s skills, knowledge and experience as a CYC in training in a realistic and clear manner for professional growth and lifelong learning.	8.1 List and describe skills and attitudes pertinent to the field of CYC 8.2 Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and faculty 8.3 Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals 8.4 Develop and implement strategies to guide ongoing professional growth and learning 8.5 Act in accordance with professional code of ethics and professional standards 8.6 Develop a professional identity as a child and youth care practitioner 8.7 Begin to establish a professional support network 8.8 Access and apply professional literature 8.9 Explore career choices and employment opportunities in the child and youth care field 8.10 Discuss history, current professional issues, future trends and challenges in the field of child and youth care 8.11 Accurately apply relevant policies and procedure

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	requirements of community practicum

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	60%
Tests	40%

CICE Modifications:

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Preparation and Participation

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1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

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1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:	September 2, 2020
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

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