



## COURSE OUTLINE: CYC305 - CYC METHODS IV

Prepared: Child and Youth Care Faculty

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

**Course Code: Title** CYC305: CYC METHODS IV: TRAUMA FOCUSED THERAPIES

**Program Number: Name** 1065: CHILD AND YOUTH CARE

**Department:** CHILD AND YOUTH WORKER

**Semesters/Terms:** 20F

**Course Description:** This course examines various therapeutic approaches and philosophies with a particular emphasis on current best practices in trauma focused therapies. It includes opportunities for extensive practice and application of techniques and strategies, and builds on students prior knowledge and training in counselling skills and developmental processes.

**Total Credits:** 3

**Hours/Week:** 3

**Total Hours:** 45

**Prerequisites:** CYC253

**Corequisites:** There are no co-requisites for this course.

**Substitutes:** CYW301

**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.
- 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.

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 8	Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.
<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.

<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>
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<b>Books and Required Resources:</b>	<p>Transformative Care: A Trauma-Focused Approach to Caregiving by Rhoton, Robert, Thomas E. Rojo Aubrey, Eric Gentry          Publisher: Arizona Trauma Institute Edition: current          ISBN: 978-0-9997150--0-0</p>
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<b>Course Outcomes and Learning Objectives:</b>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
	1. Foster and utilize therapeutic environments which respect culture and which promote overall well-being and facilitate positive change for children, youths, and their families	1.1 Identify established trauma-focused counselling processes as they relate to children/youth/families 1.2 Demonstrate respect and genuineness in the simulated sessions
	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
	2. Design and implement strategies, using trauma-informed practices that promote resiliency and enhance development in children, and youth	2.1 Demonstrate methods and techniques drawn from a variety of counselling theories related to trauma 2.2 Select strength-based techniques and strategies appropriate to the needs of the client and/or family, accounting for age, developmental status, cultural and/or ethnic background as well as the unique objectives of children and youth
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>

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	3. Communicate effectively in oral, written and nonverbal forms to enhance the quality of service	3.1 Plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language 3.2 Identify and use communication technologies, including social media and adaptive technologies when appropriate, to promote professional communication and person-centered care 3.3 Explain complex concepts in ways that are understandable for and respectful of diverse individuals and groups
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Use evidence-based research to gain a solid understanding of trauma and how it impacts children, youth and their families.	4.1 Analyze behaviour using a trauma-informed perspective 4.2 Articulate key elements involved in creating a therapeutic milieu 4.3 Discuss the complexity of trauma and abuse 4.4 Describe the impact of trauma on brain and lifespan development 4.5 Identify resiliency and risk factors and their impact on trauma 4.6 Evaluate Child and Youth Care practices and interventions for treatment of trauma (e.g. use of life-space, relational practice, strength-based approaches)
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	5. 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.	5.1 Identify and use strategies to prevent and/or combat compassion fatigue, vicarious trauma, stress reactions and other occupational stressors associated with child and youth care practice, particular as it relates to working with trauma-related issues 5.2. Value self-care practices and integrate mindfulness, self-regulation and managing emotions and stress into ones own practice 5.3 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
Assignments	40%
Skill Development	20%
Tests	40%

**Date:**

June 15, 2020

**Addendum:**

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

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