



## COURSE OUTLINE: CYC155 - CYC METHODS II

Prepared: Child and Youth Care Faculty

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

<b>Course Code: Title</b>	CYC155: CYC METHODS II: BEHAVIOURAL INTERVENTION
<b>Program Number: Name</b>	1065: CHILD AND YOUTH CARE
<b>Department:</b>	CHILD AND YOUTH WORKER
<b>Semesters/Terms:</b>	19W
<b>Course Description:</b>	This course focuses on behavioural interventions and techniques that are reflective of Child and Youth Care Methodology and relational practice. The course will prepare students to understand and respond to the emotional and behavioural needs of children and youth in ways that promote positive change and self-regulation.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	CYC102
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	CYW233
<b>This course is a pre-requisite for:</b>	CYC206
<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 relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>Essential Employability</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form



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**Skills (EES) addressed in this course:**

- 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:**

Passing Grade: 50%, D

**Books and Required Resources:**

A Question of Balance: Behavioural Interventions for Relationship Development by Michael Burns  
 Publisher: Child Care Press Edition: 2014

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Describe and explain key principles of relational practice related to positive behavioural outcomes	1.1 Understand how relational strategies deepen connections and facilitate positive behavioural outcomes 1.2 Understand the therapeutic applications of consideration, safety, trust, presence and empathy, 1.3 Select relational strategies for developing and maintaining positive interactions in day-to-day environment
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Demonstrate familiarity with key principles, theories and terminology drawn from the field of behaviourism, and applied to relational practice	2.1 Understand how behaviour is operationally defined and measured using common charting and recording techniques 2.2 Define and explain how various behavioural practices such as positive and negative reinforcement, punishment etc., can increase, decrease and/or eliminate behaviour in both expected and unexpected ways 2.3 Recognize strengths, barriers and other factors within the environment, and within oneself, that support or hinder change 2.4 Describe and employ a strength-based approach to understanding behaviour
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Plan and describe behavioural interventions that meet identified goals and promote the development of self-regulation skills	3.1 Explain the therapeutic applications of structure, rules and routines, 3.2 Differentiate between natural and logical consequences, and understand their functions, 3.3 Define and describe the therapeutic application of various strategies, including but not limited to, Random Acts of Kindness and Emotional First Aid techniques, 3.4 Be familiar with the appropriate use of Time Outs and other



	<p>strategies for managing non-compliant and/or aggressive behaviour,  3.5 Explain the application of Mutual Problem Solving strategies  3.6 Understand the therapeutic use of Reward Systems and Token Economies,  3.7 Plan and adapt activities of daily living consistent with the interests, developmental level and the cultural practices of children and youth,  3.8 Plan and evaluate moment-to-moment interactions that use activities of daily living to create positive change,  3.9 Explain the rationale for engaging children, youth and families in the determination of appropriate interventions  3.10 Demonstrate the ability to promote self-regulation, teach age-appropriate life skills and model pro-social behaviour  3.11 Recognize the need for collaboration in developing realistic goals with, and for, children, youths, and their families  3.12 Select interventions consistent with development levels, identified strengths, needs and goals</p>				
	<table border="1"> <tr> <td><b>Course Outcome 4</b></td> <td><b>Learning Objectives for Course Outcome 4</b></td> </tr> <tr> <td>4. Identify and consider how personal values, beliefs and opinions influence one's interactions and responses to others</td> <td>4.1 Examine and discuss the impact of self on others and ensure that interactions are consistent and constructive 4.2 Increase self-awareness to manage own behaviour, actions and interventions</td> </tr> </table>	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>	4. Identify and consider how personal values, beliefs and opinions influence one's interactions and responses to others	4.1 Examine and discuss the impact of self on others and ensure that interactions are consistent and constructive 4.2 Increase self-awareness to manage own behaviour, actions and interventions
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**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Assignments	40%	1,2,3,4
Quizzes	10%	1,2
Tests	40%	1,2
Weekly Exercises	10%	3,4

**Date:** July 3, 2018

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