



COURSE OUTLINE: CYC0155 - CYC METHODS II

Prepared: Child and Youth Care Faculty

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

Course Code: Title	CYC0155: CYC METHODS II: BEHAVIOURAL INTERVENTION
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	22W
Course Description:	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 in the CICE Program, with the assistance of a Learning Specialist, to understand and respond to the emotional and behavioural needs of children and youth in ways that promote positive change and self-regulation.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<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>
Course Evaluation:	<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>
Books and Required Resources:	A Question of Balance: Behavioural Interventions for Relationship Development by Michael Burns

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 2021-2022 academic year.



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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. 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
Course Outcome 2	Learning Objectives for Course Outcome 2
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
Course Outcome 3	Learning Objectives for Course Outcome 3
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 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

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	3.12 Select interventions consistent with development levels, identified strengths, needs and goals
Course Outcome 4	Learning Objectives for Course Outcome 4
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

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	40%
Quizzes	10%
Tests	40%
Weekly Exercises	10%

CICE Modifications:

Preparation and Participation

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.

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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:

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:

December 14, 2021

Addendum:

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

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