



## COURSE OUTLINE: CYC0205 - CYC FAMILY PRAC CICE

Prepared: Child and Youth Care Faculty

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

<b>Course Code: Title</b>	CYC0205: CYC FAMILY PRACTICE - CICE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	21F
<b>Course Description:</b>	This course introduces students to the Child and Youth Care perspective on working with families in their daily lives. CICE students, with the assistance of a learning specialist, will examine the behavioural, developmental and psycho-social strengths and needs of children, youth and families in relation to their current family environments. Practical application of strategies and assessment tools appropriate to the family environment will be introduced.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<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>	A Guide to Developing Effective Child and Youth Care Practice with Families. by Charles, G., & Garfat, T.

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:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Develop effective intervention strategies which meet the needs and goals of children, youth and their families.	1.1 Explore the behavioral, developmental and psycho-social strengths and needs of families in their current environments 1.2 Discuss current strategies and interventions used to facilitate change and growth in families 1.3 Examine the need for additional resources in order to provide support to families 1.4 Assess the strategies used and determine the necessary adjustments needed to attain identified goals and needs of the family.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Review and discuss environments which respect culture and which promote overall well being and facilitate positive change for families.	2.1 Identify and assess the cultural, developmental and social needs of families in the context of their current environments 2.2 Explore therapeutic principles and strategies related to working with families to a variety of situations and surroundings to create therapeutic environments 2.3 Discuss the impact of various strategies and suggest necessary adaptations to facilitate positive change in families
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Describe therapeutic environments which promote growth and development within the family.	3.1 Discuss the strengths and needs of the family from a holistic perspective. 3.2 Identify appropriate communication skills that promote understanding and trust with client and their families. 3.3 Reflect respect for and sensitivity to complex issues within the family 3.4 Interact in a professional manner as guided by the professional codes of ethics, current legislation affecting services and organizational policies and procedures.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Gain greater self-awareness and understanding of others, particularly as it relates to families.	4.1 Explore and state own values and beliefs related to family and working with families. 4.2 Compare and contrast personal values to current research and course literature related to working with families. 4.3 Act in accordance with ethical and professional standards
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Communicate effectively in oral, written, and nonverbal forms to enhance the quality of service, including the use of LMS discussion groups.	5.1 Identify and utilize appropriate forms of communication required by situation and context. 5.2 Communicate clearly, concisely, accurately and appropriately to the receiver, the setting and the identified goals. 5.3 Evaluate the results of communication and the barriers to

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facilitating effective communication.  
 5.4. Students will demonstrate an understanding and empathy for vulnerable clients and their unique issues by way of written assignments and verbal discussions. This can be demonstrated by an absence of judgmental statements and the willingness to view the situation and/or issue from someone else's perspective.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
1. Skill Development	25%
2. Assignments	45%
3. Tests	30%

**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.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

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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:** August 29, 2021

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

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