



COURSE OUTLINE: CYC155 - CYC METHODS II

Prepared: Child and Youth Care Faculty

Approved: Karen Hudson, Dean, Community Services and Interdisciplinary Studies

Course Code: Title	CYC155: CYC METHODS II: BEHAVIOURAL INTERVENTION
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Academic Year:	2024-2025
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 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:	42
Prerequisites:	CYC104
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	CYC206
Vocational Learning Outcomes (VLO's) addressed in this course:	1065 - CHILD AND YOUTH CARE
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop and maintain therapeutic relationships with children, youth and their families, respecting their unique life spaces, and applying the principles of relational practice to meet their needs
	VLO 2 Assess the strengths, developmental and holistic needs of children, youth and their families, using methods grounded in theoretical frameworks, research and therapeutic practices, to develop care and intervention plans.
	VLO 3 Develop and implement care and intervention plans appropriate for the therapeutic milieu using evidence-informed practices and research to provide support for children, youth, and their families.
	VLO 4 Use equitable and inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks, as well as cultural humility, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by children, youth and their families.
	VLO 6 Employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice.
	VLO 7 Engage in self-inquiry, relational inquiry and critical reflection to develop strategies for learning and the practice of self-care, as a practitioner.
	VLO 9 Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.



	<p>VLO 10 Practice in a variety of contexts and settings, respecting needs for developmental growth, safety, wellbeing and agency, while addressing the varying age and developmental ranges of children, youth, and their families.</p> <p>VLO 12 Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in LGBTQ2+ and disabled communities, by identifying systemic inequities and barriers, integrating practices such as trauma-informed care, and respecting their inherent rights to self-determine.</p>								
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:	<p>A Question of Balance: Behavioural Interventions for Relationship Development by Michael Burns Publisher: Child Care Press Edition: 2014</p>								
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Describe and explain key principles of relational practice related to positive behavioural outcomes.</td> <td> 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. </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Demonstrate familiarity with key principles, theories and terminology drawn from the field of behaviourism, and applied to relational</td> <td> 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 </td> </tr> </tbody> </table>	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	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
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	practice.	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. 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%
Participation and Professional Practice	20%
Tests	40%

Date: July 17, 2024

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

 information.

