



COURSE OUTLINE: CYC158 - COMM PRACTICUM I

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

Course Code: Title	CYC158: COMMUNITY PRACTICUM 1: PREP AND SEMINAR
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Academic Year:	2024-2025
Course Description:	CYC Field Placement Preparation Lab and Seminar focuses on professional development with an emphasis on teamwork and communication. Students will be introduced to their role as a Child and Youth Care placement student in various settings and will learn to recognize the value of initiative and teamwork within those settings. Students will be given an opportunity to experience a brief placement in an elementary school setting. This course will prepare students for future placements in the CYC program. A breakdown of lab and seminar time commitments will be discussed in class.
Total Credits:	4
Hours/Week:	5
Total Hours:	70
Prerequisites:	CYC104
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	CYC208, CYC210
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 8	Use professional development resources and supervision to increase professional capacity, learning and leadership skills.
	VLO 9	Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.
	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.
	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.

Essential Employability Skills (EES) addressed in this course:	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.

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>
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Course Outcomes and Learning Objectives:	Course Outcome 1	Learning Objectives for Course Outcome 1
	1. Demonstrate an understanding of relational skills to be used in the context of placements.	1.1 Describe strategies that promote positive relationships, understanding and trust with clients 1.2 Explain how relational skills such as consideration, safety, trust, presence and empathy will be conveyed at placement 1.3 Explain and apply strength-based strategies that support positive change within the practicum environment 1.4 Understand and establish appropriate professional boundaries on placement 1.5 Provide examples of working effectively with clients` diverse needs 1.6 Evaluate and articulate professional interactions with clients, colleagues and supervisor(s)

Course Outcome 2	Learning Objectives for Course Outcome 2
2. Plan and evaluate interventions and activities that are appropriate for the therapeutic milieu using evidence- informed practices, while respecting needs for developmental growth, safety, wellbeing and agency for children and youth.	2.1 Assess strengths and needs of children and youth 2.2 Plan, implement and evaluate activities consistent with the interests and developmental levels of children and youth 2.3 Collaborate in the development of realistic goals with, and for, children and youth
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in LGBTQ2IA+ and disabled communities using equitable and inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks, as well as cultural humility.	3.1 Discuss the different definitions of cultural competence. 3.2 Identify and describe the multiple aspects of identities. 3.3 Discuss the harmful effects of colonial practices and policies on generations of Indigenous Peoples in Canada. 3.4 Identify respectful ways a Child and Youth Care professionals can incorporate an Indigenous worldview into their care practices with children, youth, and families. 3.5 Assess your own biases, stereotypes, and level of cultural competence. 3.6 Consider and manage personal values, beliefs, opinions and experiences in ways that ensure quality service to clients and maintain personal well-being
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Employ communication, collaboration and relational skills with others to ensure and enhance professionalism of practice.	4.1 Demonstrate cooperation and professionalism within a team environment 4.2 Develop and apply organizational and time management skills 4.3 Plan and implement clear written, oral and electronic communications as assigned (i.e., completing written reports, preparing oral presentations, etc.) 4.4 Comply with all relevant documentation and reporting requirements 4.5 Provide information and explain ideas in ways that are clear and respectful of diverse individuals and groups 4.6 Establish and maintain appropriate boundaries with professional colleagues, children, youth and their families 4.7 Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families 4.8 Evaluate the results of communication and adapt communication as necessary to promote understanding
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Engage in self-inquiry, relational inquiry and critical reflection to develop	5.1 Differentiate between personal and professional boundaries. 5.2 Describe what privilege looks and feels like.

	strategies for learning and the practice of self-care, as a practitioner.	<p>5.3 Identify your top five strengths of character.</p> <p>5.4 Define Self as it relates to Child and Youth Care.</p> <p>5.5 Implement appropriate strategies and resources to instil cultural competence as a life-long learning process.</p> <p>5.6 Analyze a situation using reflection tools.</p> <p>5.7 Map your social location.</p> <p>5.8 Develop a self-care plan.</p> <p>5.9 Discuss strategies for preventing burnout and compassion fatigue.</p> <p>5.11 Assess one`s own professional skills, knowledge and personal well-being on an on-going basis and seek out opportunities to enhance professional growth</p> <p>5.12 Examine the impact of self on others and ensure that interactions are consistent, constructive, and positive</p> <p>5.13 Set clear, measurable goals to enhance professional development</p>
	Course Outcome 6	Learning Objectives for Course Outcome 6
	6. Use professional development resources and supervision to increase professional capacity, learning and leadership skills.	<p>6.1 Describe the role of supervision as it relates to Child and Youth Care.</p> <p>6.2 Seek and use formal and informal supervision opportunities and ongoing feedback to enhance professional growth and competence</p> <p>6.3 Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and supervisor</p> <p>6.4 Establish reasonable, measurable, and realistic personal and professional goals to enhance work performance and evaluate progress towards goals</p> <p>6.5 Begin development of a professional identity as a child and youth care practitioner</p>
	Course Outcome 7	Learning Objectives for Course Outcome 7
	7. Adhere to relevant legislation and Child and Youth Care standards of practice*, competencies*, and codes of ethics* as a practitioner.	<p>7.1 Define professionalism and its importance in creating a respectful workplace.</p> <p>7.2 Identify behaviours that demonstrate respect and professionalism in the workplace</p> <p>7.3 Apply the Ontario Association of Child and Youth Care (OACYC) Code of Ethics to practical scenarios (2017).</p> <p>7.4 Identify ethical dilemmas and moral tensions when they arise.</p> <p>7.5 Interact in a professional manner as guided by the professional code of ethics</p> <p>7.6 Maintain the privacy and confidentiality of clients, supervisors and colleagues in accordance with all relevant policies and procedures</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Activity Plan and Self Evaluation	15%
Observation Report	15%

	OER Activities	20%
	Professional Goals	15%
	Reflection	15%
	Skill Development	20%

Date: July 2, 2024

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