



COURSE OUTLINE: CYC210 - INTEGRATED SEMINAR 2

Prepared: Child and Youth Care Faculty

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

Course Code: Title CYC210: INTEGRATED SEMINAR II

Program Number: Name 1065: CHILD AND YOUTH CARE

Department: CHILD AND YOUTH WORKER

Academic Year: 2024-2025

Course Description: This course is a co-requisite to Community Practicum 11. Its focus is on professional skill development, with a particular emphasis on prevention and intervention strategies for youth-at-risk, and standards of professional conduct. Students will use self-reflection activities, self-care processes and responsiveness to feedback as tools for enhancing their own professional competence. Reference will be made to material drawn from other CYC courses.

The fieldwork and seminar format enables students to gain self-confidence in their abilities, become aware of their motivations and share their problems, anxieties and feelings. This class also assists the students with understanding the broader social context involved in an individual child's life (i.e. family, peers and community). The holistic approach is emphasized as students learn to become competent workers in this profession.

Total Credits: 2

Hours/Week: 2

Total Hours: 28

Prerequisites: CYC158

Corequisites: CYC208

This course is a pre-requisite for: CYC310

Vocational Learning Outcomes (VLO's) addressed in this course:

Please refer to program web page for a complete listing of program outcomes where applicable.

1065 - CHILD AND YOUTH CARE

- 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 5 Advocate for, and in solidarity with, children, youth, their families and communities



through their participation in the development and implementation of care and intervention plans that uphold their rights.

- 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 11 Employ crisis prevention and intervention techniques, and harm-reduction principles, with children, youth and their families in the provision of care, to ensure their safety, resolution of crises, and reparation of relationships.
- 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:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Apply principles of	1.1 Describe strategies that promote positive relationships,



	<p>relational practice while respecting children/youth/families unique life space, cultural and human diversity.</p>	<p>understanding and trust with clients and colleagues 1.2 Explain how relational skills such as consideration, safety, trust, presence and empathy are being conveyed at placement 1.3 Explain strength based strategies that support positive change within the practicum environment 1.4 Describe how professional boundaries are being established and maintained on placement 1.5 Provide examples of working effectively with clients` diverse needs 1.6 Explain strategies being applied at placement to promote client resiliency and self-advocacy 1.7 Evaluate and articulate professional interactions with clients, colleagues and supervisor(s) 1.8 Interact with others in a professional manner 1.9 Maintain the privacy and confidentiality of clients, supervisors and colleagues in accordance with all relevant legislation, policies and procedures</p>
	<p>Course Outcome 2</p>	<p>Learning Objectives for Course Outcome 2</p>
	<p>2. . Plan and evaluate interventions using evidence-informed practices to promote resiliency and to enhance development in children, youth and their families.</p>	<p>2.1 Be aware of theories that support specific interventions 2.2 Select and apply interventions that reflect identified strengths, needs and goals 2.3 Plan and implement activities that are consistent with the interests, developmental needs and cultural practices of children and youth</p>
	<p>Course Outcome 3</p>	<p>Learning Objectives for Course Outcome 3</p>
	<p>3. Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.</p>	<p>3.1 Participate in ongoing formal and informal supervision and feedback to enhance professional growth and competence 3.2 Assess current skills and knowledge through self-reflection and collaboration with peers and supervisor(s) 3.4 Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress on an ongoing basis 3.5 Identify and act in accordance with the CYC professional Codes of Ethics and professional Standards 3.6 Analyze and discuss current professional issues, informed consent, dual relationships, and future trends and challenges in the field of child and youth care</p>
	<p>Course Outcome 4</p>	<p>Learning Objectives for Course Outcome 4</p>
	<p>4. Apply communication and organizational skills within the inter-professional team and with community partners to enhance the quality of service in child and youth care practice.</p>	<p>4.1 Establish and maintain positive working relationships that reflect cooperation and professionalism 4.2 Develop and apply organizational and time management skills 4.3 Plan and implement clear written, oral and electronic communications using anti-oppression language and a strength based perspective (i.e. writing effective goal statements, completing written reports, preparing oral presentations, etc.) 4.4 Consult with relevant others to gain a broader</p>

		understanding of services for children, youth and families (i.e. share observations, seek and provide information/feedback) 4.5 Comply with documentation and reporting requirements related to all tasks and assignments
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. . 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.	5.1 Understand and manage personal values, beliefs, opinions and experiences in ways that ensure quality service to clients and maintain personal well-being 5.2 Value self-care practices and integrate mindfulness and self-regulation into practice 5.3 Identify and use strategies to prevent and/or combat compassion fatigue, vicarious trauma, stress reactions and other occupational stressors associated with child and youth care practice 5.4 Examine the impact of self on others and ensure that interactions are consistent, constructive and positive 5.5 Continue developing a professional identity as a child and youth care practitioner

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	80%
Professional Skill Development	20%

Date:

June 21, 2024

Addendum:

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

