



COURSE OUTLINE: CYC256 - GRIEF & LOSS IN CYC

Prepared: Child and Youth Care Faculty

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

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| Course Code: Title | CYC256: GRIEF AND LOSS IN CHILD AND YOUTH CARE |
| Program Number: Name | 1065: CHILD AND YOUTH CARE |
| Department: | CHILD AND YOUTH WORKER |
| Academic Year: | 2024-2025 |
| Course Description: | As Child and Youth Care practitioners we recognize that there is not `right` or `normal` way to cope with or respond to the death or the loss of someone we love. This course will provide students with an opportunity to explore cultural, social, and personal aspects of loss, death, dying, and grief. They will gain knowledge about current practices in grief and loss, in particular the use of strength-based, relational practices used to provide support to children, youth, and their families. Relevant legal, ethical, and social issues, and the importance of a multidisciplinary approach to the exploration of loss and grief will also be examined. |
| Total Credits: | 3 |
| Hours/Week: | 3 |
| Total Hours: | 42 |
| Prerequisites: | There are no pre-requisites for this course. |
| Corequisites: | There are no co-requisites for this course. |
| 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 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 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 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 |
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| 1. Discover how understanding and reflecting on personal comfort, biases and boundaries can enhance the CYCP relationship and the ability to adapt approaches accordingly when working with grieving children, youth and families. | 1.1 Engage in reflective practices to deepen self-awareness and enhance relational skills when working with children, youth and families that are grieving. 1.2 Utilize role play, peer support and self-reflection to explore personal reactions to grief related situations. 1.3 Critically reflect on personal experiences to recognize how these experiences could impact interactions and relationships with children, youth and families. 1.4 Critically assess the role of societal factors, such as personal bias, stigma, access to resources and how other health-care professionals can shape the experiences of those who are grieving. |
| Course Outcome 2 | Learning Objectives for Course Outcome 2 |
| 2. Understand the uniqueness of death, grief and loss in children and youth considering that cultural, environmental, developmental and individual factors can influence the grieving process. | 2.1 Define key terminology related to grief, loss and death in the context of child and youth work. 2.2 Analyze case scenarios to identify factors that influence the grieving process and its impact on children and youth. 2.3 Describe and evaluate the effectiveness of models of grief, evidence-based strategies and supportive approaches that can assist children, youth and families who are grieving. 2.4 Understand and determine best practice for supporting children, youth and families that are grieving while recognizing |



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| | that risk and protective factors can influence the grieving process. |
| Course Outcome 3 | Learning Objectives for Course Outcome 3 |
| 3. Demonstrate the ability to communicate with, and support children, youth and families about the topics of Death, Grief and Loss | 3.1 Develop individualized grief support interventions tailored to the unique needs of grieving children and youth, in various contexts. 3.2 Apply evidence-based strategies for supporting grieving children, youth and families integrating knowledge of the factors that can influence grief, in various contexts. 3.3 Apply knowledge and skills to assist with effectively approaching and communicating with children, youth and families regarding grief, death and loss. 3.4 Design and implement strategies and resources for children, youth and families who are dealing with grief and loss. 3.5 Demonstrate the ability to develop trauma-informed, crisis-prevention, culturally responsive, and strengths-based care plans that promote the holistic well-being and resilience of children, youth, and families. |
| Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| 4. Develop strategies that could promote self-care and prevent burnout among child and youth care practitioners engaged in work with grief and loss. | 4.1 Implement Self-Care practices that promote resilience, health boundary setting, and emotional regulation to prevent compassion fatigue. 4.2 Integrate and understand the importance of peer-led debriefing sessions to facilitate students' understanding of the significance of peer support in the context of grief and loss, emphasizing its role in providing emotional validation, shared coping strategies, and fostering a supportive academic environment. |

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
|--------------------------|-------------------|
| Assignments | 40% |
| In-Class Assignments | 40% |
| Professional Development | 20% |

Date:

June 21, 2024

Addendum:

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

