



COURSE OUTLINE: CYC358 - COMM PRACTICUM IV

Prepared: Melanie Jones

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

Course Code: Title	CYC358: COMMUNITY PRACTCUM IV
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Academic Year:	2024-2025
Course Description:	This course is one of two senior levels of Community Practicum training in the Child and Youth Care Program. Its emphasis is on the integration of theory and practical experience and the further development of the student as a professional Child and Youth Care Practitioner.
Total Credits:	7
Hours/Week:	14
Total Hours:	196
Prerequisites:	CYC308
Corequisites:	CYC360
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 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,



	<p>competencies, and codes of ethics as a practitioner.</p> <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 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.</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>Satisfactory/Unsatisfactory & A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>				
Other Course Evaluation & Assessment Requirements:	<p>Students are required to review and sign a Community Practicum Contract outlining expectations of them as per the Academic and Community Practicum Policies along with the consequences should these expectations not be met.</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. 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, as an entry level Child and Youth Care</td> <td> 1.1 Identify the conditions of the life spaces of the children and youth, and practice within all their life space dimensions. 1.2 Apply the principles of relational practice including consideration for safety, presence, empathy, and trust in the development of therapeutic relationships. 1.3 Explain behaviour using relevant, theoretical frameworks. 1.4 Identify factors that promote mental health and well-being, or indicate the need for support to maintain it. 1.5 Use engagement strategies to promote positive </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	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, as an entry level Child and Youth Care	1.1 Identify the conditions of the life spaces of the children and youth, and practice within all their life space dimensions. 1.2 Apply the principles of relational practice including consideration for safety, presence, empathy, and trust in the development of therapeutic relationships. 1.3 Explain behaviour using relevant, theoretical frameworks. 1.4 Identify factors that promote mental health and well-being, or indicate the need for support to maintain it. 1.5 Use engagement strategies to promote positive
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	Practitioner (CYCP).	<p>relationships with the children, youth and their families</p> <p>1.6 Use empowerment strategies and self-advocacy to support the development of decision-making, problem solving, participation and agency.</p> <p>1.7 Select and use strategies of relational, developmental, trauma-informed and culturally safe practices to support changes for children`s and youth interpersonal patterns.</p> <p>1.8 Establish and adopt professional boundaries with children, youth and their families while accepting the diverse needs, composition and dynamics of families.</p> <p>1.9 Evaluate interactions and progress with children, youth and their families, on a consistent basis, making adaptations where necessary to ensure equity and cultural sensitivity.</p>
	Course Outcome 2	Learning Objectives for Course Outcome 2
	<p>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 as an entry-level CYCP.</p>	<p>2.1 Use a strength-based and capacity building focus within their day-to-day environment at placement.</p> <p>2.2 Promote resiliency in children, youth and their families by assisting them to identify strengths and needs.</p> <p>2.3 Promote mental health and wellness in children, youth and their families through effective application of therapeutic support and counselling skills.</p> <p>2.4 Assess developmental domains (cognitive, physical, emotional, behavioural and social) in children, youth and their families applying theories of growth and development, and attachment.</p> <p>2.5 Support children`s, youth`s and their families` participation in the identification of their strengths and needs to build capacity.</p> <p>2.6 Analyze observed responses considering biological, psychological, sociological and environmental strengths along with challenges (e.g. substance use, neglect, abuse, family disruptions and trauma).</p> <p>2.7 Assess and analyze the ecological and system contexts (i.e., family life/home, school, cyberspace, recreation) of children, youth and families to identify opportunities to support positive changes in behaviours, thoughts and emotions.</p> <p>2.8 Apply the principles of Milieu theory - (i.e. physical, social, sensory- emotional, cultural, and ideological factors), meeting needs for safety, inclusion and affirmation.</p> <p>2.9 Evaluate, in collaboration with children, youth, their families and members of the inter-professional team, the impact of the environment, including the cultural, economic, physical, emotional, social, spiritual, and/or psycho-social contexts in which children, youth and their families live and function.</p> <p>2.10 Identify and communicate strengths and needs to ensure that service plans reflect the needs of children and youth and their families within their communities.</p> <p>2.11 Assess children, youth and their families` readiness to engage, applying current evidence-based and evidence-informed research in patterns of growth and development and change theories.</p>

		<p>2.12 Identify the intrinsic motivation of children and youth and the role of the child and youth practitioner in improving extrinsic motivation.</p> <p>m. Incorporate culturally specific developmental perspectives into Child and Youth Care practice.</p> <p>n. Include the participation of the community to obtain the important cultural perspectives on the life spaces of children, youth and their families (e.g., immigrant, Indigenous, Black, and racialized people (BIPOC - Black, Indigenous and People of Colour), marginalized, faith-based, differently abled, etc.).</p> <p>10</p> <p>o. Apply learning theories to promote regulation skills in children, youth and their families.</p> <p>p. Promote psychological flexibility in children and youth by assisting them in developing effective, prosocial strategies.</p> <p>q. Identify and apply developmentally appropriate counselling techniques and therapeutic strategies to support individuals who may present with behaviours which may be associated with identified disorders and exceptionalities.</p> <p>r. Assist with the administration and documentation of medication under supervision and in accordance with prescribed directions and agency policies.</p>
	<p>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>Learning Objectives for Course Outcome 3</p> <p>3.1 Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and supervisor</p> <p>3.2 Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals</p> <p>3.3 Develop and implement strategies to guide ongoing professional growth and learning</p> <p>3.4. Act in accordance with professional codes of ethics and professional standards</p> <p>3.5 Utilize agency supervision</p> <p>3.6 Evaluate own performance using College reporting formats and evaluations.</p> <p>3.7 Reliably demonstrate field placement competencies and objectives outlined in the third year field manual final evaluation.</p>



Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Field Documentation/Reports	100%

Date:

June 21, 2024

Addendum:

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

