



## COURSE OUTLINE: CYC252 - YOUTH IN CONFLICT

Prepared: Child and Youth Care Faculty

Approved: Karen Hudson - Dean

<b>Course Code: Title</b>	CYC252: YOUTH IN CONFLICT WITH THE LAW
<b>Program Number: Name</b>	1065: CHILD AND YOUTH CARE
<b>Department:</b>	CHILD AND YOUTH WORKER
<b>Academic Year:</b>	2025-2026
<b>Course Description:</b>	This course provides a practical orientation to the Youth Criminal Justice Act, including a review of origins and philosophical principles and how legislation is operationalized, with an emphasis on the local service delivery system. It examines the role of the CYC in the prevention of youth crime as well as in intervention at the community level. It focuses particularly on treatment of youth in conflict with the law, including both general and specific programming techniques.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1065 - CHILD AND YOUTH CARE</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	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 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



	<p>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>				
<b>Essential Employability Skills (EES) addressed in this course:</b>	<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 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>				
<b>Course Evaluation:</b>	<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>				
<b>Books and Required Resources:</b>	<p>Youth at Risk and Youth Justice: A Canadian Perspective by Winterdyk, J. &amp; Smandych, R.          Publisher: Oxford University Press Edition: Fourth          ISBN: 9780190166946          Don Mills, ON</p>				
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Collect, analyze and organize relevant and necessary information from a variety of sources pertaining to youth criminal justice in Canada.</td> <td>           1.1 Identify the nature of the information required            1.2 Investigate sources of information (including legislative documents, journals, texts and Internet)            1.3 Gather information from the most appropriate sources            1.4 Examine the information and select what is most relevant, important and useful to a CYC working with youth in conflict with the law, those at risk of offending and/or their families.            1.5 Interact with others in groups or multi-disciplinary teams in ways that contribute to effective working relationships and meet the needs of clients within the context of their current         </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Collect, analyze and organize relevant and necessary information from a variety of sources pertaining to youth criminal justice in Canada.	1.1 Identify the nature of the information required 1.2 Investigate sources of information (including legislative documents, journals, texts and Internet) 1.3 Gather information from the most appropriate sources 1.4 Examine the information and select what is most relevant, important and useful to a CYC working with youth in conflict with the law, those at risk of offending and/or their families. 1.5 Interact with others in groups or multi-disciplinary teams in ways that contribute to effective working relationships and meet the needs of clients within the context of their current
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		environments, including educational, familial, community and/or custodial settings. 1.6 Utilize theoretical concepts in planning, implementing and evaluating activities and programs which respect culture and which promote overall well-being and facilitate positive change for youth in conflict with the law, those at risk of offending and/or their families.								
	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>								
	2. Interact with groups or multi-disciplinary teams in ways that contribute to effective working relationships and meet the needs of clients within the context of their current environments, including educational, familial, community and/or custodial settings.	2.1 Identify the tasks to be completed 2.2 Establish strategies to accomplish the tasks 2.3 Identify roles for members of the team/group 2.4 Clarify ones own roles and fulfill them in a timely fashion 2.5 Treat other members of the group equitably and fairly 2.6 Contribute ones ideas, opinions and information while demonstrating respect for the contributions of others 2.7 Employ techniques intended to bring about the resolution of any conflicts 2.8 Regularly assess the groups progress and interactions and make adjustments when necessary.								
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>								
	3. Communicate clearly, concisely and correctly in the written, verbal and visual form that fulfills the purpose and meets the needs of the audience.	3.1 Plan and organize communications according to the purpose and audiences 3.2 Choose the format appropriate to the purpose (logs, memos, reports, face-to-face meetings, etc.) 3.3 Incorporate the content that is meaningful and necessary 3.4 Produce material that conforms to the conventions of the chosen format 3.5 Use language and style suited to the audience and purpose 3.6 Ensure that the materials are free from mechanical errors								
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>1. Participation and Professional Practice</td> <td>20%</td> </tr> <tr> <td>2. Assignments</td> <td>50%</td> </tr> <tr> <td>3. Tests</td> <td>30%</td> </tr> </tbody> </table>		Evaluation Type	Evaluation Weight	1. Participation and Professional Practice	20%	2. Assignments	50%	3. Tests	30%
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<b>Date:</b>	November 5, 2025									
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.									