



COURSE OUTLINE: CYC310 - INTEGRATED SEMINAR 3

Prepared: Child and Youth Care Faculty

Approved: Karen Hudson - Dean

Course Code: Title	CYC310: INTEGRATED SEMINAR III
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Academic Year:	2025-2026
Course Description:	This course is designed as a follow-up to your previous Integrated Seminar courses, and as a co-requisite to Community Practicum III. Its focus is on the articulation of the prevention and intervention strategies utilized in the field and related to the issues of youth, their families and their communities, as well as one's own professional development as a CYC Practitioner.
Total Credits:	2
Hours/Week:	2
Total Hours:	28
Prerequisites:	CYC210
Corequisites:	CYC308
This course is a pre-requisite for:	CYC360
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 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.



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	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 3 Execute mathematical operations accurately. 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:	<table> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> <tr> <td>1. Use principles of relational practice while respecting children, youth, and families unique life space, cultural and human diversity.</td><td> 1.1 Identify where they have applied the principles of relational practice including consideration, safety, trust, presence and empathy in their practicum. 1.2 Select and use strategies of relational, developmental, trauma-informed, and culturally safe practices to support changes for children and youth's interpersonal patterns. 1.3 Identify factors that promote mental health and well-being, or indicate the need for support to maintain it. 1.4 Evaluate interactions and progress with children, youth and their families to identify if adaptations are necessary to ensure equity and cultural sensitivity. 1.5 Respect Indigenous ways of knowing and the use of Wise approaches to support Indigenous children, youth and their families. </td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Use principles of relational practice while respecting children, youth, and families unique life space, cultural and human diversity.	1.1 Identify where they have applied the principles of relational practice including consideration, safety, trust, presence and empathy in their practicum. 1.2 Select and use strategies of relational, developmental, trauma-informed, and culturally safe practices to support changes for children and youth's interpersonal patterns. 1.3 Identify factors that promote mental health and well-being, or indicate the need for support to maintain it. 1.4 Evaluate interactions and progress with children, youth and their families to identify if adaptations are necessary to ensure equity and cultural sensitivity. 1.5 Respect Indigenous ways of knowing and the use of Wise approaches to support Indigenous children, youth and their families.
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Course Outcome 2	Learning Objectives for Course Outcome 2
2. Employ communication, collaboration, and relational skills with the interdisciplinary team and with community partners to ensure and enhance the professionalism of practice.	2.1 Establish and maintain positive relationships within the seminar team environment that reflects cooperation and professionalism as determined by ethical standards, organizational policies, and current legislation. 2.2 Employ written and electronic communication with accuracy and conscious use of tone, wording, context and professionalism. 2.3 Establish and maintain appropriate boundaries with classmates and seminar instructor. 2.4 Consult with peers in seminar to gain a holistic understanding of services for children, youth, and their families. 2.5 Collaborate with peers in seminar to identify therapeutic programs, approaches, and resources that respond to identified areas of need and strengths for children, youth, their families and communities within the context of their practicum setting. 2.6 Employ public speaking skills for the purposes of workshop facilitation and community support. 2.7 Develop clear, concise and respectful written, verbal and non-verbal, and electronic communications that uses anti-oppressive language. 2.8 Maintain the privacy and confidentiality of child, youth and family information in accordance with all legislative requirements, and agency policies.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Using evidence-informed practices, assess the strengths, developmental and holistic needs of children, youth, and/or families to develop care and intervention plans appropriate for the therapeutic milieu.	3.1 Assess developmental domains (cognitive, physical, emotional, behavioural, and social) in children, youth and their families. 3.2 Identify and communicate strengths and needs to ensure plans reflect the needs of children, youth and their families within their communities. 3.3 Analyze observed responses considering biological, psychological, sociological and environmental strengths along with challenges. 3.4 Assess and analyze the ecological and system contexts (ie. family/home life, school, cyberspace) of children, youth and their families to identify opportunities to support positive changes in behaviours, thoughts and emotions. 3.5 Apply the principles of Milieu theory (physical, social, sensory-emotional, cultural, and ideological factors) to care and intervention plan, meeting the needs for safety, inclusion and affirmation. 3.6 Incorporate culturally specific developmental perspectives into care and intervention plan. 3.7 Promote psychological flexibility in children and youth by assisting them in developing effective, prosocial strategies through care and intervention plan. 3.8 Identify developmentally appropriate therapeutic strategies to support individuals who may present with behaviours which

	may be associated with identified disorders and exceptionalities. 3.9 Establish goals and objectives, using SMART format (specific, measurable, attainable, realistic and time reasonable) in the creation of care/intervention plans, that are progressive in nature and include deliverables. 3.10 Identify and discuss the theoretical/empirical basis for care and intervention plan.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Engage in self-inquiry, relational inquiry and critical reflection to develop strategies for learning and the practice of self-care as a practitioner.	4.1 Identify self-care strategies using self-inquiry and reflection processes to promote self-awareness. 4.2 Assess professional skills, knowledge and personal well-being and reflect on the impact of those factors on one's own practice. 4.3 Analyze and discuss strategies to address or prevent compassion fatigue, vicarious trauma, stress reactions and other professional issues or trends in the field of child and youth care by mentoring and collaborating with peers. 4.4 Reflect on one's own biases and critically examine how one's own identity and experiences influence their interactions with children, youth and families. 4.5 Value self-care strategies and integrate preventative crisis management techniques and emotional regulation practices into one's own practice 4.6 Access and utilize appropriate resources, supervision feedback and self-care strategies to enhance personal growth and professional practice.
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Use professional development resources and supervision to increase professional capacity, learning, and leadership skills.	5.1 Using formal and informal supervision, identify and communicate strengths and challenges in order to seek feedback and develop strategies to enhance one's individual and professional growth and competence. 5.2 Demonstrate skills in teamwork and decision making by actively participating in weekly class case discussions using a specific peer supervision model. 5.3 Determine current skills and knowledge through self-assessment, reflection and collaboration with the seminar instructor and peers. 5.4 Establish SMART goals and objectives (Specific, Measurable, Realistic, and Time Reasonable) to enhance work performance and evaluate progress towards those goals. 5.5 Determine and adjust practice in accordance with feedback from peers and seminar instructor. 5.6 Identify relevant professional codes of ethics as well as professional standards to guide practice. 5.7 Develop a professional identity as a Child and Youth Care practitioner.
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Promote equitable and	6.1 Recommend best practices for children, youth and their



	inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based at the individual, group, and systems level in accordance with professional conduct and code of ethics.	families by working collaboratively, using cultural humility, respecting unique life spaces and connecting theory to practice. 6.2 Identify and consider individual social locations, power, privilege and experience might impact practice when working in relationships with children, youth and their families. 6.3 Determine if there are services, programs, or activities that would relate to the diversity of needs of children and youth , or regional difference that may affect them. 6.4 Support children, youth and their families in overcoming system-based barriers as they seek to engage in care practices and support services, through development of care plan. 6.5 Support children, youth and families t access relevant, culturally appropriate community resources that respond to their identity and promote inclusion and equity.						
Evaluation Process and Grading System:	<table><tr><th>Evaluation Type</th><th>Evaluation Weight</th></tr><tr><td>Assignments</td><td>70%</td></tr><tr><td>Participation and Professional Practice</td><td>30%</td></tr></table>		Evaluation Type	Evaluation Weight	Assignments	70%	Participation and Professional Practice	30%
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Date:	June 17, 2025							
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.							