



COURSE OUTLINE

CYC306

Prepared: CYC FACULTY Approved: Martha Irwin, Chair, Community Services & Interdisciplinary Studies

Course Code: Title	CYC306: COMMUNITY PRACTICUM V: BLOCK 1
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Semester/Term:	17F
Course Description:	This course provides an intense experiential learning opportunity that focuses on the integration of theory and practice. Students will select and apply professional skills in both routine and complex situations. There will be a particular emphasis on relational practice and strength-based interventions that enhance development and promote positive change. The course includes 32 hours of placement experience per week (or equivalent) together with an individualized seminar component (one hour per week) that addresses the outcomes of CYC150 in a compressed format. In order to receive credit for this course, students must also successfully complete its co-requisite, CYC301.
Total Credits:	24
Hours/Week:	33
Total Hours:	495
Corequisites:	CYC301
Vocational Learning Outcomes (VLO's):	<p>#1. Develop and maintain relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity.</p> <p>#2. Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.</p> <p>#3. Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.</p> <p>#4. Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families.</p> <p>#5. Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.</p> <p>#6. Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.</p>
Please refer to program web page for a complete listing of program outcomes where applicable.	



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#7. Develop and 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.
#8. Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.

Essential Employability Skills (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.
#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
#4. Apply a systematic approach to solve problems.
#5. Use a variety of thinking skills to anticipate and solve problems.
#6. Locate, select, organize, and document information using appropriate technology and information systems.
#7. Analyze, evaluate, and apply relevant information from a variety of sources.
#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
#10. Manage the use of time and other resources to complete projects.
#11. Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Satisfactory/Unsatisfactory

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Field Documentation/Reports	100%

Course Outcomes and Learning Objectives:

Course Outcome 1.

Use professional development resources and supervision models to support professional growth

Learning Objectives 1.

Work collaboratively and cooperatively with supervisors and the staff team to identify the roles and responsibilities of the student on placement,
Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and supervisor,
Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals,



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Act in accordance with professional codes of ethics and professional standards

Course Outcome 2.

Develop and maintain relationships with children, youth and their families applying principles of relational practice and respecting their unique life space, cultural and human diversity

Learning Objectives 2.

Support children, youth and their families to develop the personal capacity to bring about positive changes within themselves,
Maintain the privacy and confidentiality of child, youth and family information in accordance with all legislative requirements and agency policies,
Apply principles of relational practice including consideration, safety, trust, presence and empathy,
Select and use strategies of relational practice to support changes for children's and youth interpersonal patterns using a strength-based focus within their day-to-day environment,
Demonstrate an ability to work with the client consistent with client developmental levels to promote client growth

Establish and adapt professional boundaries with children, youth and their families while accepting the diverse needs, composition and dynamics of contemporary families

Course Outcome 3.

Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges

Learning Objectives 3.

Assess developmental domains and support children, youth and families in identifying their own strengths and needs within the context of their current environments,
Apply evidence based research in addressing patterns of growth and development, and change theory,
Apply learning theories to promote the learning of new behaviour,



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Promote resilience and the development of pro-social coping strategies,
Promote mental health wellness in children, youth and families,
Use and adapt strength-based techniques to prevent, de-escalate and manage identified behaviour in children and youth in a variety of settings

Course Outcome 4.

Analyze and evaluate the impact of inter-relationship among family, social service, justice and community systems and, as applicable, use this information in the planning of care and the reduction of systemic barriers

Learning Objectives 4.

Support children, youth and families in their understanding of the roles of the systems and services with which they interact to facilitate their access to relevant resources,
Determine reasonable grounds to suspect when a child is at risk for abuse and neglect and may be in need of protection, and take appropriate action in reporting these incidences in accordance with the Ontario Child and Family Services Act, 1990

Course Outcome 5.

Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and enhance development

Learning Objectives 5.

Select and apply evidence informed interventions consistent with their developmental level, identified strengths, needs and goals,
Plan, implement and adapt activities of daily living consistent with the interests, developmental level and the cultural practices of children and youth,
Apply life space interviewing techniques, behaviour management strategies and crisis intervention skills to maximize learning and promote positive change in children, youth and families,
Collaborate with other professionals to plan, implement and adapt therapeutic programs, approaches and resources that respond to identified areas of strengths and needs



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Course Outcome 6.

Advocate for the rights of children, youth and families, and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts

Learning Objectives 6.

Identify and access information on the rights of children, youth and families, and advocate for safeguards against systemic injustices, abuse, mistreatment and exploitation,
Promote self-advocacy in children, youth and their families,
Engage with children in ways that demonstrate an understanding of differences, suspending judgment and showing support and empathy

Course Outcome 7.

Apply communication, teamwork and organizational skills within the inter-professional team and with community partners

Learning Objectives 7.

Plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language,
Maintain confidentiality as governed by agency policy, legislation, and professional codes of ethics,
Demonstrate an ability to maintain appropriate boundaries with professional colleagues, children, youth and their families,
Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families,
Select and use technologies to document all relevant information related to professional role and responsibility (i.e., completing written reports, preparing presentations, completing electronic forms, etc.),
Comply with documentation and reporting requirements including those related to the Child and Family Services Act, 1990, youth justice requirements and other applicable legislation

Course Outcome 8.



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Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness

Learning Objectives 8.

Identify and consider how personal values, beliefs, opinions and one's own social location and experiences may impact interactions with children, youth, families and colleagues,

Assess professional skills, knowledge and personal well-being in an ongoing manner and reflect on the impact of these factors on one's own practice,

Use reflective tools to learn from and gain insight from interaction with children, youth, families and colleagues,

Access and utilize appropriate resources and self-care strategies (i.e., cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal growth and professional practice

Date:

Wednesday, August 30, 2017

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