



COURSE OUTLINE

CYC200

Prepared: Child and Youth Care Faculty Approved: Martha Irwin, Chair, Community Services & Interdisciplinary Studies

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| Course Code: Title | CYC200: INTEGRATED SEMINAR II |
| Program Number: Name | 1065: CHILD AND YOUTH CARE |
| Department: | CHILD AND YOUTH WORKER |
| Semester/Term: | 17F |
| Course Description: | <p>This course is a co-requisite to Community Practicum. Its focus is on professional skill development, with a particular emphasis on prevention and intervention strategies for youth-at-risk, and standards of professional conduct. Students will use self-reflection activities, self-care processes and responsiveness to feedback as tools for enhancing their own professional competence. Reference will be made to material drawn from other CYC courses.</p> <p>The fieldwork and seminar format enables students to gain self-confidence in their abilities, become aware of their motivations and share their problems, anxieties and feelings. This class also assists the students with understanding the broader social context involved in an individual child's life (i.e. family, peers and community). The holistic approach is emphasized as students learn to become competent workers in this profession.</p> |
| Total Credits: | 3 |
| Hours/Week: | 2 |
| Total Hours: | 30 |
| Prerequisites: | CYC150 |
| Corequisites: | CYC201 |
| Substitutes: | CYW200 |
| This course is a pre-requisite for: | 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> |
| Please refer to program web page for a complete listing of program outcomes where applicable. | |



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

Passing Grade: 50%, D

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
|----------------------|-------------------|
| Assignments | 80% |
| Skills Demonstration | 20% |

Course Outcomes and Learning Objectives:

Course Outcome 1.

Develop and maintain relationships with children, youth and their families applying principles of



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relational practice.

Learning Objectives 1.

Discuss the use of communication skills and engagement strategies to promote positive relationships, understanding and trust with the children, youth and their families.

Identify the principles of relational practice, including consideration, safety, trust, presence and empathy.

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.

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

Describe resiliency in children, youth and their families and the importance of promoting self-advocacy.

Evaluate interactions and progress with children and youth on an ongoing basis, making adaptations where necessary.

Interact in a professional manner as guided by the professional code of ethics, current legislation affecting services, and organizational policies and procedures.

Maintain the privacy and confidentiality of child, youth and family information in accordance with all legislative requirements and agency policies.

Course Outcome 2.

Plan, implement and evaluate intervention using evidence-informed practices.

Learning Objectives 2.

Identify and discuss the theoretical/empirical basis for interventions.



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Select and apply evidence-informed interventions consistent with the assessed development level, identified strengths, needs and goals.

Plan, and implement activities of daily living consistent with the interests, developmental level and the cultural practices of children and youth.

Course Outcome 3.

Use evidence-based professional development resources and supervision models to support professional growth.

Learning Objectives 3.

Participate in ongoing formal and informal supervision and feedback to enhance professional growth and competence (e.g. weekly in-class peer supervision).

Assess 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.

Identify and act in accordance with the CYC professional Codes of Ethics and professional Standards.

Analyze and discuss current professional issues, informed consent, dual relationships, future trends and challenges in the field of child and youth care.

Course Outcome 4.

Apply communication, teamwork and organizational skills within the interpersonal team.

Learning Objectives 4.

Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism.



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Develop and apply organizational and time management skills.

Plan and implement clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language. (i.e. writing effective goal statements, completing written reports, preparing presentations, completing electronic forms etc.).

Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families (i.e. share observations, give feedback to fellow classmates/colleagues).

Protect and maintain confidentiality as governed by agency policy, legislation and professional codes of ethics.

Comply with documentation and reporting requirements including those related to the Child and Family Services Act, 1990, youth justice requirements and other applicable legislation.

Establish and maintain appropriate boundaries with professional colleagues, children, youth and their families.

Course Outcome 5.

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.

Learning Objectives 5.

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

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.

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



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