



## COURSE OUTLINE: CYC201 - PRACTICUM II

Prepared: Child and Youth Care Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CYC201: COMMUNITY PRACTICUM II
<b>Program Number: Name</b>	1065: CHILD AND YOUTH CARE
<b>Department:</b>	CHILD AND YOUTH WORKER
<b>Semesters/Terms:</b>	18F
<b>Course Description:</b>	This is the second level of field placement in the Child and Youth Care program. Competencies comply with CYC standards and guidelines as established by the Ministry of Training, Colleges and Universities, and by the CYC professional community. Emphasis is on the integration of theory and practical experience and the development of the student as a professional Child and Youth Care practitioner.
<b>Total Credits:</b>	9
<b>Hours/Week:</b>	16
<b>Total Hours:</b>	240
<b>Prerequisites:</b>	CYC151
<b>Corequisites:</b>	CYC200
<b>Substitutes:</b>	CYW202
<b>This course is a pre-requisite for:</b>	CYC302
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1065 - CHILD AND YOUTH CARE</b>
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 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.
	VLO 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.
	VLO 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.
	VLO 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.
	VLO 5 Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.
	VLO 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.
	VLO 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



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care practitioner.

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

**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:**

Satisfactory/Unsatisfactory

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Use professional development resources and supervision models to support professional growth	1.1 Work collaboratively and cooperatively with supervisors and the staff team to identify the roles and responsibilities of the student on placement 1.2 Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and supervisor 1.3 Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals 1.4 Act in accordance with professional codes of ethics and professional standards
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
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	2.1 Support children, youth and their families to develop the personal capacity to bring about positive changes within themselves 2.2 Maintain the privacy and confidentiality of child, youth and family information in accordance with all legislative requirements and agency policies 2.3 Apply principles of relational practice including consideration, safety, trust, presence and empathy 2.4 Select and use strategies of relational practice to support changes in clients` interpersonal patterns using a strength-based focus within their day-to-day environment 2.5 Demonstrate an ability to work with the client consistent with client developmental levels to promote client growth



	2.6 Establish and adapt professional boundaries with children, youth and their families while accepting the diverse needs, composition and dynamics of contemporary families
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Apply communication, teamwork and organizational skills within the inter-professional team and with community partners	<p>3.1 Plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language</p> <p>3.2 Maintain confidentiality as governed by agency policy, legislation, and professional codes of ethics</p> <p>3.3 Demonstrate an ability to maintain appropriate boundaries with professional colleagues, children, youth and their families.</p> <p>3.4 Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families.</p> <p>3.5 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.</p> <p>3.6 Comply with documentation and reporting requirements including those related to the Child and Family Services Act, 1990, youth justice requirements and other applicable legislation.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness	<p>4.1 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</p> <p>4.2 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</p> <p>4.3 Use reflective tools to learn from and gain insight from interaction with children, youth, families and colleagues</p> <p>4.4 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</p>

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Field Documentation/Reports	100%	

**Date:**

July 3, 2018

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

