



EFFECTIVE: JANUARY 2010 CURRICULUM GUIDELINES

A. Division: Education Effective Date: **JANUARY 2010**

B. Department / Program Area: **Faculty of Child, Family and Community Studies/
Child and Youth Care Counsellor** Revision New Course

If Revision, Section(s) Revised: **A, D, F, G, L, M, N, P**
 Date of Previous Revision: **February 2004**
 Date of Current Revision: **December 2009**

C: CYCC 1220 D: Counselling & Relationship Building with Children and Youth E: 3

Subject & Course No.	Descriptive Title	Semester Credits						
F: Calendar Description: Within the practice of Child and Youth Care, this introductory course emphasizes understanding of basic counselling theory and application of basic counselling and relationship building skills. Active listening, the development of healthy helping relationships, empathy, self-awareness and professional behaviour are stressed. Students learn ways to support children and youth to experience better relationships with themselves and with others in their many contexts.								
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Lecture 60 hours Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/practice Number of Contact Hours: (per week / semester for each descriptor) 60 Hours Number of Weeks per Semester: 15 Weeks Flexible delivery ranging over 2 to 15 weeks	H: Course Prerequisites: None I: Course Corequisites: None J: Course for which this Course is a Prerequisite: None K: Maximum Class Size: 30							
L: PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UFV, Vancouver Island University; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes:

Upon successful completion of this course, the student will be able to:

1. Professional behaviour

- Articulate knowledge of professional ethics and values
- Identify the underlying principles of ethical guidelines
- Describe the difference between personal and professional relationship
- Identify skill strengths and work within current realm of competence
- Practice confidentiality regarding classroom context

2. Self-awareness

- Describe the importance of self-awareness to the helping process
- Develop strategies for increasing self-awareness, including giving and receiving feedback
- Use self disclosure appropriately

3. Relationship building skills

- Exhibit the core conditions of warmth, empathy, and genuineness
- Demonstrate core conditions in an in-class counselling relationship
- Intentionally use positive non-verbal communication skills
- Effectively ask appropriate questions
- Listen, paraphrase and summarize
- Use confrontation skills appropriately

4. Counselling/Relational process

- Define the characteristics of a counselling relationship
- Discuss two theoretical models of helping
- Identify the phases of a counselling /helping process
- Plan and collaboratively set goals within a helping relationship
- Assist with goal and strategy evaluation and readjustment

5. Culture and diversity

- Define own worldview and its impact on your beliefs and approach
- Discuss how realities such as racism and oppression impact the relational/counselling process
- Explore the influence of the values, beliefs, behaviours, and traditions of diverse populations on the relational/counselling process
- Adapt counselling strategies to fit the needs of diverse populations

N: Course Content:

- The development of a positive working relationship is central to the effective relationships with, and counselling of, children and youth.
- Child and Youth Care Counsellors seek self awareness, including the impact of their cultural experience on their assumptions and responses. Likewise, the CYC practitioner seeks to understand the influences of past experiences and cultural contexts on the behaviour and worldview of youth.
- The elements of respect, genuineness and mutuality are core elements in the counselling process.
- Counselling children and youth is holistic and systemic; it takes into account all aspects of the individual and all of his or her important contexts.
- Counselling children and youth is developmentally sensitive. Ways of engaging children and youth are shaped to fit with, and promote, their healthy emotional, social, intellectual and physical development.
- The process of counselling children and youth is aimed at the development of insight and understanding of self, others, and the relationship between self and others with the goal of enabling children and youth to interact more effectively with his/her important systems.
- The process of child and youth care counselling is skill based. Effective Child and Youth Care Counsellors understand counselling and relational skills and uses them intentionally while remaining genuine and personal in their interactions with youth. Building healthy working relationships with children and youth is dynamic and includes discussion, activities and other methodologies.

O: Methods of Instruction: Lecture/Practice
P: Textbooks and Materials to be Purchased by Students: TBA
Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical evaluation will include written assignments, skill demonstration, small and large group participation.
R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR This course is available for PLAR.

Course Designers: Colleen Murphy & Lori Hawkes

Education Council / Curriculum Committee Representative

Acting Dean: Gary Tennant

Acting Registrar: Brenda Walton