

Course Information



A: Division: Instructional Division Date: 4 December 1995
 B: Dept.: Child, Family and Community Studies New Course: X
 Program: Child and Youth Care Counsellor Revision of Course Information form:

C: CYCC 450 D: Child and Youth Care Practice: E: 3
 Advanced

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description: This course provides students with an opportunity to consolidate and enhance child and youth care practice skills. Using current and emerging theory and practice, students will be supported in the application of skills to new settings and in the development of additional skills. The primary focus of the course will be children, youth and families at risk.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

G: Type of Instruction: Hours per Semester

Lecture\Practice: 60 Hrs.
 Laboratory: Hrs.
 Seminar: Hrs.
 Clinical Experience: Hrs.
 Field Experience: Hrs.
 Practicum: Hrs.
 Shop: Hrs.
 Studio: Hrs.
 Student Directed Learning: Hrs.
 Other: Hrs.
 Total: 60 Hrs.

H: Course Prerequisites: Enrolment in CYCC Program and completion of CFCS 110, 240, 320, 460, CYCC 250, 331

I: Course Corequisites:
 Nil

J: Course for which this Course is a Prerequisite:
 Nil

K: Maximum Class Size:
 30

L: College Credit Transfer
 College Credit Non-Transfer

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M: Transfer Credit:

Requested:

Granted:

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Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C. *
 S.F.U. *
 U. Vic. *
 Other: *

Non-Credit

☐

(Gary Tennant) Course Designer

Director/Chairperson

Vice-President, Instruction

Registrar

N. Textbooks and Materials to be Purchased by Students:
(Use Bibliographic Form):

T.B.A.

Sections O, P, Q

Major Concepts: *global ideas that guide the design and delivery of the course*

1. A significant number of children and youth with whom Child and Youth Care Counsellors work are "At Risk". The issues of the population of children and youth at risk include: learning disabilities; ADHD and/or neuromotor difficulties; fetal alcohol syndrome; depression and potential suicide; post traumatic stress disorder; delinquency; street life; abuse; family crisis, poverty, etc.
2. Child and Youth Care Counsellors work in and with a variety of systems. An understanding of a work setting and the ability to collaborate with other systems is an essential aspect of CYCC work.
3. Stress and crisis are often major causal factors of increasing difficulties in the lives of children, youth and families. Effective response to stress and crisis by CYCC's can support children, youth and families to adapt to difficult circumstances, to seek additional support where necessary, and to discover effective means to cope and change.
4. Children, youth and families and CYCC's have a diversity of: culture; religion; family structure, sexual orientation and socioeconomic conditions. Recognition of, and response to diversity is central to effective working relationships between children, youth, families and workers.
5. A sense of loss is felt by many individuals and families for a variety of reasons. Recognition of a sense of loss and knowledge of the stages of mourning can provide the CYCC with a sense of direction as she/he works with the individual or family. As people work through issues of loss, a sense of hope develops and they discover new possibilities for the future.
6. Assessment is essential to understand the issues and to plan interventions. Assessment must include a systemic understanding of the child, youth and family as part of other interlocking systems.
7. Intervention includes effective planning and effective action. The focus of intervention for CYCC's can include: individual work; family contact; group work; advocacy, etc. The selection of the appropriate system, the timing of the intervention and awareness of the potential impacts of intervention are necessary planning steps. Effective intervention and evaluation takes practice and feedback.
8. Evaluation examines the outcome for the individual, family or group. Effective evaluations contribute to the knowledge and skill of the practitioner.

Documentation of the work of practitioners with children, youth and families is necessary to provide accountability and continuity. However, the rights of children, youth and families need to be protected by confidential, supportive reporting with on emphasis on strengths.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.