Douglas College

EFFECTIVE: MAY 2004
CURRICULUM GUIDELINES

A.	Division:	**Instruction**	Effective Date:		**May 2004**

B.	Department / Program Area:	**Faculty of Child, Family and Community Studies** **Child and Youth Care Counselor**

Revision		New Course **X**
If Revision, Section(s) Revised:	**C,H,M,N,P,Q**	
Date of Previous Revision:	**4 December 1995**	
Date of Current Revision:	**26 January, 2004**	

C: CYCC 2450	**D**: Child and Youth Care Practice: Advanced	**E:**	3.0
Subject & Course No.	Descriptive Title	Semester Credits	

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.

G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: **Lecture**	**H:**	Course Prerequisites: **CYCC 1240 or CFCS 1240**
		I:	Course Corequisites: **Nil**
	Number of Contact Hours: (per week / semester for each descriptor) **60 hours**	**J:**	Course for which this Course is a Prerequisite **Nil**
		K:	Maximum Class Size: **30**
	Number of Weeks per Semester: **15 weeks** Flexible delivery ranging over 1 to 15 weeks		

L:	PLEASE INDICATE**:**
	☐ Non-Credit
	☐ College Credit Non-Transfer
	X College Credit Transfer:
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M:	**Course Objectives / Learning Outcomes**
	Upon successful completion of this course, the student will be able to:

- Identify youth at risk due to: learning disabilities, ADHD and/or neuromotor difficulties; fetal alcohol syndrome, depression and potential suicide; street life; abuse; delinquency; post traumatic stress disorder, family crisis, poverty, etc.
- Develop practice strategies to work with youth at risk
- Describe effective crisis resolution strategies
- Design inclusive practice strategies which responded effectively to diversity of: culture; religion; family structure; sexual orientation and socioeconomic conditions
- Discuss assessment from the perspective of the child, youth and family.
- Use the Circle of Courage (belonging, mastery, independence and generosity) in the discussion and design of practices for youth at risk
- Inform other practitioners, verbally and in writing, about a specific area of risk and discuss practice options
- Discuss and apply selected approaches to counseling children and youth at risk.

N:	**Course Content: The following global ideas guide the design and delivery of this 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; street life; abuse; delinquency; post traumatic stress disorder, 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 understanding and planning. Children, youth and families are collaborators in the assessment process

7. The ability to participate in a collaborative planning process with the people with whom you are working is necessary.

8. Competent CYCC practitioners must be able to document their work. Documentation, while holding the practitioner accountable and contributing to continuity, also directly impacts the people with whom you are working. Documentation, reports and course assignments must always respect confidentiality and be mindful of the potential audience.

O:	**Methods of Instruction**
	Lecture
	Discussions

P:	**Textbooks and Materials to be Purchased by Students**
	Brendtro, L.K.; Brokenleg, M; and VanBockern,S. Reclaiming Youth at Risk, National Education Service, Bloominton, Indiana, 2002.
	Other texts and materials as assigned.

Q:	**Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations selected from the following:**

1. Collaborative learning
2. Research Essays and reports
3. Field research
4. Participation
5. Attendance
6. Examinations

R:	**Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.**

This course is open for PLAR.

Course Designer(s) Gary Tennant | Education Council / Curriculum Committee Representative

Dean: Jan Lindsay | Registrar

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