



EFFECTIVE: SEPTEMBER 2006

CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2006**

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

If Revision, Section(s)
Revised:
Date of Previous Revision:
Date of Current Revision:

C: CYCC 4467 **D: Advanced Skills with Individuals in Child and Youth Care** **E: 3**

Subject & Course No.		Descriptive Title		Semester Credits						
F:	Calendar Description: This course focuses on the development of skills in work with individual children and youth. Students are required to apply theories and strategies of counselling in a laboratory environment. Students will participate as counsellors, clients and observers in preparation for individual client work.									
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Practice Number of Contact Hours: (per semester for each descriptor) 60 hours Number of Weeks per Semester: Flexible delivery ranging over 8 to 15 weeks	H:	Course Prerequisites: CYCC 3311 and CYCC 3621 and CYCC 3341							
		I:	Course Corequisites: None							
		J:	Course for which this Course is a Prerequisite None							
		K:	Maximum Class Size: 30							
L:	PLEASE INDICATE: <table><tr><td><input type="checkbox"/></td><td>Non-Credit</td></tr><tr><td><input type="checkbox"/></td><td>College Credit Non-Transfer</td></tr><tr><td><input checked="" type="checkbox"/></td><td>College Credit Transfer:</td></tr></table> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)				<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. Demonstrate the ability to develop and maintain a professional caring relationship that aims to understand, validate and be responsive to the experience of the individual.
2. Demonstrate competent use of basic and advanced helping skills within the helping process.
3. Write a thorough client report which includes:
 - presenting problems and strengths
 - an assessment of needs and assets
 - goal setting
 - an intervention plan
 - evaluation strategies
4. Identify appropriate theoretical orientations to apply to particular life issues and situations
 - developmental theories
 - behaviour change theories
 - ecological, systemic perspectives
 - family theories
 - counselling theories
5. Discuss, in writing, the theoretical counselling orientations which influence their personal style
6. Demonstrate self-awareness with respect to professional development and competence of practice with individuals.

N: Course Content:

The following global ideas guide the design and delivery of this course.

1. Children, youth and parents deserve non judgemental respect, understanding and appreciation. Relationships with children, youth and families are maintained appropriately through regular, reliable contact
2. The issues in the life of the individual are understood within a developmental, ecological context and the strengths of the individual are emphasized
3. Effective communication with the individual is a beginning place for understanding the life issues of the individual. Advanced empathy deepens the work with the individual and opens up the possibility of the articulation of deeper concerns and the consideration of fresh perspectives on life issues. Planning, goal setting , brief therapy techniques present the individual with some steps for change
4. Clear, thorough, client reports support the client as an individual and in the context of the service network. Quality written reports advocate on behalf of the client.
5. Child and youth care students understand a variety of theoretical orientations which they apply as appropriate to the life situation of the individual. These orientations include: counselling theories, developmental theories, family theories, ecological perspectives, behaviour change theories, etc.
6. Child and youth care students develop a personal counselling style based on their own personality, life and practical experience with growing and living. Understanding who they are and where their influences come from is an essential step toward professionalism.
7. Competence of practice with individuals takes time and considerable supervised practice.

O: Methods of Instruction

Lecture
Discussion
Practice

P:	Textbooks and Materials to be Purchased by Students Required: Hackney, H. and Cormier, I. (2005) <u>The Professional Counsellor: A Process Guide to Helping</u> , Toronto, Allyn Bacon. Or similar text Recommended: Corey, G. (2005) <u>Theory and practice of counselling and psychotherapy</u> , Brooks Cole, Pacific Grove, CA. Or similar text
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation will include a combination of written assignments, case evaluation, testing, and group presentations. This is a Graded Course.
R:	Prior Learning Assessment and Recognition: This course is available for PLAR

Course Designer(s) **Cindy Rammage (UCFV)**
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Education Council / Curriculum Committee Representative

Dean: **Jan Carrie**

Registrar