CYCW – CHILD AND YOUTH CARE

CYCW 100
Adolescent Development
3 Credits Weekly (3-0-0)
Students begin to examine developmental theory and patterns typical of late childhood and adolescence. Psychosocial development, cognition, spirituality and moral judgment, and physiology, including sexuality are explored. Environmental influences and typical patterns of adolescent behaviour are also considered. Students develop insight into their own style of relating to youth as influenced by their experiences as a young person. Students also acquire frameworks for helping families support youth with normal developmental tasks and fostering resilience in their young people.

CYCW 101
Helping Skills
3 Credits Weekly (3-0-0)
Students are introduced to the skills of effective relationship building with youth and families. The role of the child and youth care professional in the helping process is also explored. Students practice and demonstrate effective individual counselling skills, from a developmental model of counselling.

CYCW 102
Integration Seminar
1 Credit Weekly (0-0-2)
Students discuss field placement experiences and apply theory and skills from program course work. Professional and ethical conduct in relation to field experience is a focus. Students practice the skills of group work, communication, and leadership at a basic level.
Co-requisites: CYCW 103.

CYCW 103
Field Placement
2 Credits Total (0-0-120)
Students are introduced to the roles and responsibilities of a child and youth care practitioner through field placement. Students participate in therapeutic routines and activities in a work integrated learning environment. This workplace experience fosters the student’s ability to develop an ethical helping relationship and to work on a team of child and youth care professionals in a school, residential, or community program.
Co-requisites: CYCW 102.

CYCW 104
Activity Programming
2 Credits Weekly (1-2-0)
This experiential course is designed to equip students with the attitudes, conceptual frameworks and skills to develop, lead and evaluate therapeutic activities for children, youth and families.

CYCW 106
The Child and Youth Care Professional
3 Credits Weekly (3-0-0)
Students explore the professional and ethical tasks of a child and youth care practitioner and the challenges of being a member of this profession. An overview of the needs of youth, the types of agencies providing service and the legal system governing children and youth in Canada is studied.

CYCW 107
Child and Youth Care Practice
3 Credits Weekly (3-0-0)
This course serves as an introduction to the distinctive domains of Child and Youth Care (CYC) practice. The basic philosophy permeating this course is that there is a set of attitudes, specific knowledge, skills and proficiencies that are uniquely those of the competent CYC practitioner. Areas covered include: relational-centred practice, the therapeutic milieu, understanding diversity and issues of social justice, strength-based intervention, models of planned change, ecological systems perspective, attachment theory, and ethics. Students are also introduced to the concept of praxis as a conceptual tool to think critically about the knowing, doing, and being of CYC practice.

CYCW 108
Diversity and Difference in Child and Youth Care Practice
2 Credits Weekly (2-0-0)
In this course, students critically engage in diversity and difference to increase their awareness of cultural complexities in diverse social environments. Students gain an understanding of the multi-dimensionality of identities and experiences and how they are linked to issues of social justice. Topic areas address the impact of social circumstances upon the lives of children, youth, families and communities from both current and historical perspectives.

CYCW 110
Integration Seminar
1 Credit Weekly (0-0-2)
Students discuss field placement experiences and apply theory and skills from program course work to practice. Professional and ethical conduct in relation to field experience is a focus. Students practice the skills of group work, communication, and leadership at an intermediate level.
Prerequisites: CYCW 102.
Co-requisites: CYCW 111.

CYCW 111
Field Placement
2 Credits Total (0-0-120)
Through continuing participation and co-leadership in routines and activities, this second placement further develops the core skills of a competent child and youth care practitioner. Students advance their skill and knowledge by focusing on relationship as a therapeutic tool. Students are expected to demonstrate creativity in planning activities, to be more independent problem solvers, and to show initiative.
Prerequisites: CYCW 102 and CYCW 103.
Co-requisites: CYCW 110.

CYCW 112
Family Dynamics
2 Credits Weekly (2-0-0)
Students examine the family as a system within a broader ecological systems context. Students begin with an overview of basic family systems theory and then focus on the application of this core knowledge to their own family of origin. Through this self-study approach, students recognize and explore issues that may affect their ability to work with at-risk youth and families.
CYCW 114
Individual Counselling
3 Credits Weekly (3-0-0)
Students continue to study the developmental model of individual counselling. Specific skills are taught that allow students to assist youth and adult clients in fully exploring and clarifying problem situations and missed opportunities in their lives; and to challenge their limited perspectives and access personal strengths, competencies and capabilities. Students are introduced to the solution-focused approach to helping, life space counselling, and spirituality in the helping process. 
Prerequisites: CYCW 101.

CYCW 200
Child/Youth Care Methods I: Current Trends
3 Credits Weekly (3-0-0)
Students explore current trends in the child and youth care field and broader communities that impact their practice. Students consider continually changing societal conditions and explore emerging areas relevant to child and youth care practice such as social policy, human rights, rights of the child, social inequity and addictions. Students gain an understanding of specific approaches that increase their capacity to effectively support children, youth and families in diverse social environments and circumstances.

CYCW 201
Child and Youth Care Practice in Mental Health
3 Credits Weekly (3-0-0)
Students explore a range of childhood and adolescent mental health issues. The causes, symptoms and treatment of commonly diagnosed physical/organic, social, emotional and behavioural disorders are considered. Students examine a range of disturbances from a strength-based and family perspective, in terms of both assessment and management. Participants access their own resources and resiliencies as they address issues that are traumatic for self and clients. The role of the Child and Youth Care Worker in settings providing mental health services is examined.

CYCW 202
Integration Seminar
1 Credit Weekly (0-0-2)
Students discuss field placement experiences and apply theories, knowledge and skills from second year course work to their Child and Youth Care field placement practice. Students practice group work skills in seminar sessions. Students explore the notion of "caring for the caregiver," designing and applying self-care strategies to themselves as helping professionals.
Prerequisites: CYCW 110 and CYCW 111.
Co-requisites: CYCW 203.

CYCW 203
Field Placement
4 Credits Total (0-0-240)
Students work in challenging child and youth care settings, with a focus on supporting youth and families to make effective change in their lives. In group care, family-based, or specialized community programs, students demonstrate individual counseling, life-space teaching, activity programming, and crisis intervention, along with the core competencies of relationship building, behaviour management, report writing and team work.
Prerequisites: CYCW 110 and CYCW 111.

CYCW 204
Group Work
3 Credits Weekly (3-0-0)
Students explore the role of groups in the treatment process for children, youth and families in child and youth care contexts. Students extend individual counselling skills into group work practice in the life space. Students apply group facilitation skills in the classroom.
Prerequisites: CYCW 114.

CYCW 205
Issues in Family Work
3 Credits Weekly (3-0-0)
Students are introduced to conceptual frameworks to assess dysfunctional family systems and understand contemporary issues facing today’s families. The perspective of family resilience is integrated with family developmental theory as a conceptual map to guide family intervention. Theoretical models of support programs and services available to families are also analyzed. Critical thinking is emphasized in relation to entry-level competencies in child and youth care.
Prerequisites: CYCW 112.

CYCW 206
Child/Youth Care Methods II
3 Credits Weekly (3-0-0)
Students explore the process of altering the story about “self” which is held by the child, youth, and his/her family through the application of therapeutic interventions such as cognitive behavioural therapy and attachment-focused interventions and use of expressive therapies including creative journaling, music, play, drama, and bibliotherapy. There is a focus on aggressive youth and crisis intervention as well as the ethical considerations for child and youth care practitioners.
Prerequisites: CYCW 200.

CYCW 207
Integration Seminar
1 Credit Weekly (0-0-2)
Students discuss field placement experiences and apply information and skills from course work completed. In this fourth seminar, students practice advanced group work skills and also engage in essential job search activities.
Prerequisites: CYCW 202 and CYCW 203.
Co-requisites: CYCW 208.

CYCW 208
Field Placement
4 Credits Total (0-0-240)
Students practice required entry-level competencies of a child and youth care worker. In group care, family-based or specialized community programs for youth and their families, the student demonstrates the competencies of service planning, implementation and evaluation within a service team.
Prerequisites: CYCW 202 and CYCW 203.
Co-requisites: CYCW 207.

CYCW 209
Family Support and Intervention
2 Credits Weekly (2-1-0)
Students learn about and critique a child and youth care approach to family support work in the life space of children, youth and families. Students build on prior knowledge of development, family dynamics, and professional helping to practice, demonstrate and evaluate family assessment and intervention skills necessary to support and facilitate meaningful change. Specific skills including activity and strength-based interventions are applied to a family context.
CYCW 211  
Development Across the Lifespan  
3 Credits  Weekly (3-0-0)  
Students examine major developmental milestones and challenges across the lifespan, beginning at conception and ending with death and dying. Students explore various theoretical perspectives, and relevant research at all developmental stages. Students describe and apply the lifespan perspective to child and youth care practice with children, youth and families.  
Prerequisites: CYCW 100.

CYCW 302  
Advanced Child and Youth Care Practice I: Linking Theory, Self and Ethics  
3 Credits  Weekly (3-0-0)  
This in-depth course examines professional child and youth care practice and integration of theory, self, and ethical practice by focusing on the major theoretical change frameworks and their associated philosophies, goals, strategies and techniques. Students are challenged to identify their unique life-position lenses, that is, how based on early life experiences, they position themselves in relation to others and see the world and their place in it. Their life-position lenses are considered in relation to various theoretical change models, and students explore, develop and integrate their own theoretical orientations and perspectives on change. Emphasis is placed on developing one's on-going self awareness, critical thinking abilities, and purposeful ethical Child and Youth Care practice.

CYCW 303  
Advanced Child and Youth Care Practice II: Relational-Centred Case Planning  
3 Credits  Weekly (3-0-0)  
This course on inquiry into Relational-Centred Planning seeks to engage students in the complexity of assessment and planning from a relational-centred perspective. Students explore the core premises of relational-centered practice and demonstrate their relational skills and capabilities through critical self-reflection. This course also prepares students to engage in evidence-based inquiry within the theoretical underpinnings of relational-centred planning.

CYCW 339  
Applying Developmental Theory in Child and Youth Care Practice I  
3 Credits  Weekly (3-0-0)  
Students consider the implications of contemporary perspectives on traditional developmental theory and research for advanced Child and Youth care practice. Emphasis is placed on the development of self and relationships in the contexts of the family, school, community, and client/worker relationship. The themes of resilience and diversity and their effects on development are explored. Students apply developmental perspectives to their own life experiences as these relate to their work with youth and families.

CYCW 340  
Advanced Child and Youth Care Frameworks: Coalitions across Social Contexts  
3 Credits  Weekly (3-0-0)  
This in-depth course introduces students to contemporary theories and research in relation to Child and Youth Care contexts and professional practice within current and historical sociopolitical climates. Emphasis is placed on the intersections of ‘difference’ in relation to social justice issues in global, national and local contexts including Child and Youth Care practice environments. Students apply theoretical perspectives to their own life experiences on a personal and professional level related to their work with children, youth, families, and communities.

CYCW 350  
Law and Social Services  
3 Credits  Weekly (3-0-0)  
This course provides students with a basic introduction to law and legal issues in the child welfare system. The child and youth care role requires increasing knowledge of the law and awareness of ethical and legal obligations for the professional child and youth care practitioner. Throughout the course, consideration is given to the function of law as an institution and the role of law as an expression of social policy. The course instills an awareness of legal principles and the rights of clients, and the responsibility of social services staff to uphold these rights. The course provides a knowledge base in family and child protection law, civil liberties, court procedures and hearings, and evidence-giving skills.

CYCW 360  
Abuse and Neglect  
3 Credits  Weekly (3-0-0)  
Students explore their own values and attitudes toward abuse and neglect and critically examine theory and research relating to child and family abuse and neglect. Definitions of abuse and neglect are explored across different historical and cultural contexts. Students learn the causes, indicators, dynamics, and consequences of abuse and neglect for individuals, families and communities. Students prepare to recognize, assess, respond, and intervene competently in situations of abuse and neglect as they arise in their child and youth care field placement, workplace or community.

CYCW 361  
Substance Abuse  
3 Credits  Weekly (3-0-0)  
Students analyze and compare theories, principles, systems, issues, and the interventions in the field of alcohol and substance abuse as they pertain to Child and Youth Care practice with children, youth, families, and communities. Students explore their personal beliefs, values, and ethics regarding both substance abuse and how change occurs. They consider how these beliefs, values and ethics may impact their work with clients.

CYCW 411  
Advanced Field Placement I  
3 Credits  Total (0-0-150)  
In this supervised field placement, students focus on a specific area of practice and on locating their placement setting in terms of its social context. Relevant legislation and social policy are examined and the impact of these on agency policy and practice is explored. Students examine agency mission, structure, professional roles, and service delivery model of their placement setting, and evaluate how these elements relate to the needs of the clients being serviced. Students critically assess their professional values, ethics and practice.

CYCW 412  
Advanced Field Placement II  
3 Credits  Total (0-0-150)  
In this field placement, service planning, assessment skills, intervention strategies, evaluation skills and/or project planning and delivery skills are applied at an advanced level. Students integrate current Child and Youth Care theory and research into their practice. Professional values and ethical practice are critically analyzed. Students are challenged to develop and articulate their own professional identity. Students access the expertise of other professionals and function as partners in the workplace and on service teams.
CYCW 423
Child and Youth Care Research
3 Credits Weekly (3-0-0)
Students are introduced to the principles of the scientific method of inquiry and the skills necessary to design and implement a course-based research project. Within an applied research context, students are introduced to the major research paradigms (positivism, interpretivism, and critical science) and strategies of inquiry (qualitative, quantitative, and mixed method). Students select a topic of interest, frame a researchable question, map out a literature review plan, design a sample strategy, collect and analyze data, and showcase their projects in a poster session.

CYCW 425
Quantitative and Qualitative Analysis
3 Credits Weekly (3-0-0)
Students examine statistics as a set of tools and techniques used to organize, describe and interpret information. The strengths and weaknesses of statistical analysis as one component of the research methodology are appraised. Statistical techniques discussed include measures of central tendency, correlation coefficients, normal distributions, t-tests and analysis of variance. Introduction to quantitative research design includes but is not limited to concepts such as statistical significance, sample size, reliability, variance and research design. Collection and analysis of qualitative research data is also introduced, and the relevance of this approach to child and youth care practice and research is explored.

CYCW 465
Advanced Child and Youth Care Practice with Community Groups
3 Credits Weekly (3-0-0)
Child and youth care is an increasingly complex work environment. Students investigate some of these complexities from a child and youth care perspective. Students further develop their skills and knowledge about working with and in communities. Emphasis is placed on conceptualizing and analyzing effective community practice skills and the ability to work in complex environments. These skills include collaboration, community-based approaches and working as a member of a multi-disciplinary team. Exploring the concept of advocacy, including the differences between self, individual and systemic advocacy, for the children, youth and families served continues to be important. Aspects of supervision and management from a child and youth care perspective are explored and applied to practice situations.

CYCW 466
Advanced Child and Youth Care Practice with Families
3 Credits Weekly (3-0-0)
Students learn about current conceptual frameworks and models for understanding family functioning and parenting. Family assessment methodologies and interventions which are appropriate to child and youth care settings are studied. This course builds on existing theories of family functioning and intervention strategies to create a child and youth care theory and approach to working with families.

CYCW 474
Advanced Child and Youth Care Practice with Individuals
3 Credits Weekly (3-0-0)
Students focus on advanced skills and frameworks for child and youth care practice with individuals. Using a relational perspective, students integrate and apply a range of theories for counselling individual children, youth, and family members including: life-space counselling, resiliency based and solution focused interview approaches, and the developmental model of counselling. Spirituality and cross-cultural issues are considered as they relate to counselling individuals. Students examine literature and research relevant to counselling in child and youth care practice.