

ORIGINAL COURSE IMPLEMENTATION DATE: September 2003
REVISED COURSE IMPLEMENTATION DATE: September 2019
COURSE TO BE REVIEWED (six years after UEC approval): February 2023

Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Full Title: Introduction to Working with Individuals in CYC (Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.) Faculty: Faculty of Professional Studies Department (or program if no department): CYFS Calendar Description: Focuses on purposeful change in the lives of children and youth. Self-awareness, the importance and use of therapeutic relationships, the helping process model, and core communication skills are explored. Change theory, risk assessment, and crisis intervention are introduced. Note: Students with credit for CYC 267 cannot take this course for further credit. Prerequisites (or NONE): Preforequisites (if applicable, or NONE): Prefore	Course Code and Number: CYC 167		umber of Cre	edits: 3	Co	ourse credit policy (<u>105)</u>	
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Undergraduate Education Committee (UEC) approval Date of meeting: March 29, 2019	Campus-Wide Consultation (CWC)					ate of posting:	February 22, 2019	
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Upon successful completion of this course, students will be able to:

- Identify personal beliefs, values and ethics related to child and youth care practice.
- Demonstrate the flexible use of a range of core communication and helping skills.
- Explain the nature of helping relationships.
- Apply a problem-solving approach for intervention and crisis management.
- Demonstrate the ability to foster the development of a therapeutic relationship.

Prior Learning	Assessment and	Recognition	(PLAR)
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Typical Instructional Methods (Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.) Lecture, demonstration, role play, presentation

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (If more space is required, download Supplemental Texts and Resource Materials form.)							
	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year		
1.	Ivey, A.E. & Ivey, M.B	Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society	\boxtimes	Brooks/Cole Publishing Co., Pacific Grove, CA.	2017		
2.							
3.							
4.							
5.							

Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.)

Journals: Relational Child and Youth Practice

International Journal of Child, Youth and Family Studies

Web-based Resource: CYC Net

Typical Evaluation Methods and Weighting

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	Final exam:	20%	Assignments:	35%	Field experience:	%	Portfolio:	%
	Midterm exam:	%	Project:	30%	Practicum:	%	Journal:	15%
	Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%
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Details (if necessary):

Typical Course Content and Topics

- Fundamentals of change
- Ways of Knowing
- Self-awareness in CYC
- Theoretical basis for understanding self in relationship
- Relationship
- The Helping process a framework for CYC practice
- Micro-skills listening, attending, observation, empathy, concreteness, immediacy, self-disclosure, confrontation
- Risk Assessment
- Crisis intervention & Suicide intervention