

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> CYC 210		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Professional Practice Issues in Child and Youth Care <b>Course Short Title:</b> Prof Practice Issues in CYC <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> CYFS															
<b>Calendar Description:</b> Explores CYC professional practice within the context of ethics, professional identity, and interdisciplinary approach. Skills for communication are emphasized throughout the course as well as workplace standards for documentation. Legislation governing CYC practice is reviewed.																	
<b>Prerequisites (or NONE):</b>		Admission to the Bachelor of Arts in Child and Youth Care, C+ or better in both CYC 101 and CYC 220, and one of the following: departmentally-approved certificate or diploma, 30 university-level credits, or department head's permission.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>CYC 200B</b> Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>26</td> </tr> <tr> <td>Tutorials/workshops</td> <td>19</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	26	Tutorials/workshops	19	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
Lecture/seminar hours	26																
Tutorials/workshops	19																
Supervised laboratory hours																	
Experiential (field experience, practicum, internship, etc.)																	
Supervised online activities																	
Other contact hours:																	
<b>Total hours</b>	<b>45</b>																
		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Maximum enrolment (for information only):</b> 36 <b>Expected Frequency of Course Offerings:</b> annually <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> Christine Slavik		<b>Date approved:</b> September 2018															
<b>Faculty Council approval</b>		<b>Date approved:</b> October 12, 2018															
<b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass		<b>Date approved:</b> October 12, 2018															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> February 22, 2019															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> March 29, 2019															

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Analyze their role as a professional within the context of ethical child and youth care practice
- Identify the responsibilities of a child and youth care practitioner in functioning in a team.
- Discuss appropriate actions based upon documented observations of behaviour within the context of child and youth care practice
- Demonstrate critical thinking skills in professional presentations (oral & written)
- Access legislation and codes of ethics governing child and youth care practice

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Lecture, case study, video, small group work and debate, community interaction

**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. Peterson, M.R.	At Personal Risk-Boundary Violations in Professional-Client Relationships.	<input checked="" type="checkbox"/>	W.W. Norton & Company Inc.	2015
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

None.

**Typical Evaluation Methods and Weighting**

Final exam:	20%	Assignments:	15%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Observational analysis:	20%	Ethical decision-making debate:	25%	Article critique:	20%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

- Critical thinking, critical reading
- Ethical practice, ethical decision-making and values
- Data collection
- Observational strategies & recording formats
- Reporting strategies
- Client's role on the treatment team
- Professional privilege
- Effects of unethical practice
- A process for ethical decision-making
- Boundary violations
- Working with a team
- Influence of organizations on the practitioner
- Critical writing, professional writing
- Role of professional associations, codes of ethics and legislation
- Professional development