

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CYC 469		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Advanced Skills with Families in Child and Youth Care															
Course Short Title: Adv. Skills: Families in CYC															
Faculty: Faculty of Education, Community, and Human Development		Department: Child, Youth, and Family Studies													
Calendar Description: Diverse and Indigenous frameworks and models for understanding family functioning and caregiving are explored. CYC milieus in which family work occurs are identified, and methods for understanding and working with families which are appropriate to CYC practitioners are presented and practiced.															
Prerequisites (or NONE):		Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 302, CYC 310, CYC 320, CYC 321, CYC 340, and CYC 341.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: CYC 466 Cross-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>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>27</td> </tr> <tr> <td>Tutorials/workshops</td> <td>18</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	27	Tutorials/workshops	18							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	27														
Tutorials/workshops	18														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: January 19, 2022													
Faculty Council approval		Date of meeting: March 11, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: May 20, 2022													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

- Identify the scope and uniqueness of Child and Youth Care practice with diverse families.
- Describe the socio-political, and cultural, influences impacting family development, functioning and the helping relationship.
- Weave understandings of families through Indigenous, diverse, and family systems perspectives.
- Demonstrate reflexivity about intergenerational strengths, resiliency, and patterns through application to others.
- Identify theoretical perspectives and relationally and culturally safe interventions for CYC practice with diverse families.
- Apply CYC perspectives and social justice praxis in intervention with diverse families.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	55%	%	%
Project:	45%	%	%

Details:

Project: Genogram, ecomap, and assessment of family culture and relationship to colonialism: 45%

Discussion posts: 10%

Participation (in class exercises and simulation): 10%

Journals: 20%

Parent support and intervention assignment: 15%

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

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Spindel	Working with Families: A Guide for Health and Human Services Practitioners (2nd Edition)	2020
2. Textbook	Garfat and Charles	A Guide to Developing Effective CYC Practice with Families CYC	2012
3. Online resource	Infant Mental Health Promotion	Nurturing the Seed (Indigenous Families)	2017
4. Indigenous knowledge	Simard and Blight	Developing a Culturally Restorative Approach to Aboriginal Child and Youth Development: Transitions to Adulthood	2011
5.			

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

- Family work within the context of child and youth care practice
- Context, culture, and development in CYC practice with families
- Family assessment and meaning making
- Family systems, Indigenous, and diverse models for CYC practice with families
- Family communication
- Strengths based, resiliency focused practice with families
- Intervention with conflict in families
- Violence in families
- Parent education and support
- Working with Indigenous families
- Intervention with families