



**EFFECTIVE: SEPTEMBER, 2008**  
**CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **September, 2008**

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

If Revision, Section(s) Revised: **M, N**

Date of Previous Revision: **September 2006**

Date of Current Revision: **January 22, 2008**

C: **CYCC 4469** D: **Advanced Practice with Families in CYC** E: **3**

| Subject & Course No.   | Descriptive Title  | Semester Credits |
|--|--|------------------|
| <b>F:</b> Calendar Description<br><br><b>This course presents conceptual frameworks and models for understanding family functioning and parenting. The child and youth care service settings in which family work occurs are identified; family assessment methodologies which are appropriate to child and youth care workers in these settings are presented. Students will explore the application of family theory to practice with children, youth, and families.</b> |  |                  |
| <b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings<br>Primary Methods of Instructional Delivery and/or Learning Settings:<br><br><b>Lecture Practice</b><br><br>Number of Contact Hours: (per week / semester for each descriptor)<br><b>60 hours</b><br><br>Number of Weeks per Semester:<br><br><b>Flexible delivery ranging over 8 to 15 weeks</b>  | <b>H:</b> Course Prerequisites:<br><br><b>CYCC 3311 and CYCC3621 and CYCC 3341</b> |                  |
|  | <b>I:</b> Course Corequisites:<br><br><b>None</b>                                  |                  |
|  | <b>J:</b> Course for which this Course is a Prerequisite<br><br><b>None</b>        |                  |
|  | <b>K:</b> Maximum Class Size:<br><br><b>30</b>                                     |                  |
| <b>L:</b> PLEASE INDICATE:<br><input type="checkbox"/> Non-Credit<br><input type="checkbox"/> College Credit Non-Transfer<br><input checked="" type="checkbox"/> College Credit Transfer:<br>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )   |  |                  |

**M:** Course Objectives / Learning Outcomes

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

1. **examine major theoretical perspectives on the family**
2. **describe family interventions from a child and youth care perspective**
  - **building a relationship with family members**
  - **assessment of the family situation and the development of the child/youth**
  - **consultation with the network of service providers (teacher, social worker, etc.)**
  - **planning child and youth care interventions, including:**
    - **one to one activities with child, youth**
    - **activities with several family members**
    - **conversations with parents**
    - **one to one sessions with parents on specific parenting skills, behavioural skills, etc.**
    - **parent education programs**
    - **parent/teacher support**
3. **apply family systems model in their role as a child and youth care worker**
  - **review themes and patterns in personal family of origin from a multigenerational perspective**
  - **understand the influence of the worker's own family themes and patterns on work with other families**
  - **explore the family's experience of the helping relationship**
4. **apply family/systemic theory to practice with children, youth and families**
  - **review the network of services to families**
  - **discuss and practice the consultation process with other professionals in the network of services to families**
  - **discuss the mandates of the various service providers**
  - **practice participation and leadership in case management meetings**
  - **mediate from a child and family perspective**
  - **advocate with (and for) children and families**

**N:** Course Content: The following global ideas guide the design and delivery of this course.

- **Theoretical perspectives on the family and the process of change, including, but not limited to: family systems theory, experiential (Satir), solution focused therapy, and narrative approaches.**
- **Family life cycles vary. Therefore, there are several ways to work with families. Child and Youth Care Counsellors work towards developing an appreciation for the diversity of families.**
- **Socio-political, cultural and economic factors are frequently major systemic influences on families. A helping relationship develops when the Child and Youth Care Counsellor begins to appreciate a family's socio-political, cultural and life cycle experience.**
- **An application of the family systems model to the Child and Youth Care Counsellor's family of origin deepens the worker's understanding of the model, of families and her/him self.**
- **Child and Youth Care Counsellor's utilize a strength-based approach to family assessment and intervention.**
- **Parent education models often provide an opportunity to engage parents in developmental work from a normative perspective.**
- **Integrated Case Management and Wraparound planning models strive to support collaborative work with the larger systems in the lives of clients and families.**
- **Families have their own perspective on the helping relationship which may transform the worker's philosophy and style of family work. Families may struggle with a variety of systemic and situational issues, as well as have their own innovative, strength-based, solutions.**
- **It is often the CYC Counsellor's ability to listen, think, and respond with warmth and genuineness which builds relationships. The CYC Counsellor's ability to empathize and create an environment for change is developed through understanding and practice.**

**O:** Methods of Instruction

- **Lecture**
- **Discussion**
- **Role plays of practice**

**P:** Textbooks and Materials to be Purchased by Students

**TBA**

**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

- **research assignments**
- **case evaluation**
- **testing**
- **group presentations.**

**This is a Graded Course.**

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.

**This course is available for PLAR**

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Course Designer(s) **Deb Anderson, Ray Chapman, Lori Hawkes and Colleen Murphy**

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Education Council / Curriculum Committee Representative

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Dean: **Jan K. Carrie**

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Registrar