

Area of Interest: Community and Social Services

Child and Youth Care

Ontario College Advanced Diploma

Program Code: 0476X01FWO

3 Years

Ottawa Campus

Our Program

Turn your passion for helping into a rewarding career.

The three-year Child and Youth Care Ontario College Advanced Diploma program prepares you to support vulnerable children, youth and families with complex needs.

Learn a wide range of prevention and intervention strategies that foster positive change and healthy development. Assess the strengths and needs of young people and families and develop interventions to meet those needs. Apply the principles of relational practice, lifespan engagement and anti-oppressive practice while working with children, youth and families. In classes, you learn practical and theoretical concepts and then apply them in field placements.

Working with young people in field placements helps you to develop into a confident and competent child and youth care practitioner. By the end of this program, you have practical experience in two different work environments in the field of child and youth care, three days a week during your second and third year of the program.

This program offers two courses in outdoor activities. In these courses, you learn to facilitate activities in the outdoors while on a camping trip with fellow classmates and faculty - a truly memorable learning experience.

Through this program, students are certified in Non-Violent Crisis Intervention through the Crisis Prevention Institute.

There is a wide variety of work opportunities for you after graduation. As a child and youth care practitioner, you may find employment in a variety of environments:

- group homes
- hospitals
- mental health treatment centres shelters
- schools
- youth justice programs
- community resource centres

If you are interested in furthering your education, this program is a good foundation for future studies in child and youth care, education, social work, psychology and sociology.

SUCCESS FACTORS This program is well-suited for students who:

- Are emotionally strong and able to cope with stress, challenges and crises.
- Are committed to understanding, working with and facilitating positive change in the lives of children, youth, families and the community.
- Prefer to work as a member of a team.
- Have strong observation and analytical skills.

- Have strong language (oral and written) skills.
- Are open minded, embrace the concept of diversity, respect and accept the uniqueness in others.

Employment

Graduates may find employment as child and youth care practitioners; youth workers; educational assistants; case coordinator; child advocate; child and youth counsellor; community, family, or housing support workers.

Learning Outcomes

The graduate has reliably demonstrated the ability to:

- Develop and maintain therapeutic relationships with children, youth and their families, respecting their unique life spaces, and applying the principles of relational practice to meet their needs.
- Assess the strengths, developmental and holistic needs of children, youth and their families, using methods grounded in theoretical frameworks, research and therapeutic practices, to develop care and intervention plans.
- Develop and implement care and intervention plans appropriate for the therapeutic milieu using evidence-informed practices and research to provide support for children, youth, and their families.
- Use equitable and inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks, as well as cultural humility, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by children, youth and their families.
- Advocate for, and in solidarity with, children, youth, their families and communities through their participation in the development and implementation of care and intervention plans that uphold their rights.
- Employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice.
- Engage in self-inquiry, relational inquiry and critical reflection to develop strategies for learning and the practice of self-care, as a practitioner.
- Use professional development resources and supervision to increase professional capacity, learning and leadership skills.
- Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.
- Practice in a variety of contexts and settings, respecting needs for developmental growth, safety, wellbeing and agency, while addressing the varying age and developmental ranges of children, youth, and their families.
- Employ crisis prevention and intervention techniques, and harm-reduction principles, with children, youth and their families in the provision of care, to ensure their safety, resolution of crises, and reparation of relationships.
- Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in LGBTQ2+ and disabled communities, by identifying systemic inequities and barriers, integrating practices such as trauma-informed care, and respecting their inherent rights to self-determine.
- Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

Level: 01	Courses	Hours
ENL1813S	Communications I	42.0
FAM0001	Principles of Psychology	42.0
FAM0074	Anti-Oppressive Practice in Child and Youth Care	42.0
FAM1054	Introduction to Child and Youth Care	42.0
FAM1066	Child Development	42.0
FAM1255	Community Service Learning	42.0
FAM1273	Mental Health 1	28.0
Level: 02	Courses	Hours
ENL1902F	Professional Communication for Child and Youth Care Practitioners	42.0
FAM0075	Adolescent Development	28.0
FAM0076	Diversity	42.0
FAM0077	Systems Navigation for Child and Youth Practitioners	28.0
FAM0078	Mental Health 2	28.0
FAM1058	Field Preparation	28.0
Choose one from equivalencies: Courses	Hours	
GED0476	General Education Elective	42.0
Level: 03	Courses	Hours
FAM0079	Field Integration Seminar 1	24.0
FAM1050	Therapeutic Activities	39.0
FAM1064	Child and Youth Care Interventions	39.0
FAM1070	Outdoor Activities 1: Fall Camping	30.0
FAM1075	Field Practice 1	175.0
FAM1082	Counselling Skills	39.0
Level: 04	Courses	Hours
FAM0064	Field Integration Seminar 2	24.0
FAM0086	Life-Space Engagement	28.0
FAM1060	Therapeutic Programming	42.0
FAM1087	Trauma and Abuse	42.0
FAM1275	Field Practice 2	245.0
Choose one from equivalencies: Courses	Hours	
GED0476	General Education Elective	42.0

Level: 05	Courses	Hours
ENL2028	Research Writing for Evidence-Based Programming	28.0
FAM0087	Field Integration Seminar 3	24.0
FAM1081	Group Work	42.0
FAM1269	Substance Abuse	42.0
FAM1270	Assessment and Intervention Planning	42.0
FAM1276	Field Practice 3	252.0
Level: 06	Courses	Hours
FAM0014	Group Program Design	28.0
FAM0042	Field Practice 4	252.0
FAM0088	Field Integration Seminar 4	24.0
FAM1089	Professional Issues and Development	39.0
FAM1096	Family Interventions	39.0
FAM1100	Outdoor Activities 2: Winter Camping	30.0

Fees for the 2023/2024 Academic Year

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at <https://www.algonquincollege.com/fee-estimator> .

Further information on fees can be found by visiting the Registrar's Office website at <https://www.algonquincollege.com/ro> .

Fees are subject to change.

Additional program related expenses include:

- Supplies and textbooks cost approximately \$1,600 in the first year, \$1,315 in the second year and \$700 in the third year.
- Additional expenses related to field placement requirements: ParaMed clearance, police records check, health immunizations and first aid are the responsibility of the student. The ParaMed documentation clearance fee is approximately \$60 and is set by ParaMed, a third-party provider.

Admission Requirements for the 2024/2025 Academic Year

College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR
- Academic and Career Entrance (ACE) certificate; OR
- General Educational Development (GED) certificate; OR
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of \$50 (subject to change) will be charged.

Program Eligibility

- English, Grade 12 (ENG4C or equivalent) with a minimum grade of 65% or higher.
- Applicants with international transcripts must provide proof of the subject-specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).
- IELTS-International English Language Testing Service (Academic) Overall band of 6.5 with a minimum of 6.0 in each band; **OR** TOEFL-Internet-based (iBT)-overall 88, with a minimum of 22 in each component: Reading 22; Listening 22; Speaking 22; Writing 22; **OR** Duolingo English Test (DET) Overall 120, minimum of 120 in Literacy and no score below 105.

Not sure if you meet all of the requirements? Academic Upgrading may be able to help with that: <https://www.algonquincollege.com/access/>.

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

Health Requirements:

The physical and emotional health of each applicant to the program must be such that he or she can successfully cope with the program of instruction including the demands of field placement (e. g. stress and time management). Individuals who have concerns about their ability to meet these requirements should contact the coordinator of the program prior to submitting an application.

Police Records Check Documentation:

Though not an admission requirement, applicants must note important information listed below regarding Police Records Check program requirements.

Students must provide the College with a current Police Records Check for Service with the Vulnerable Sector (PRCSVS) prior to the deadline identified by the department and students are responsible for any associated costs. If this documentation is not submitted on time, students may not be placed in field practice and registration in the program will be jeopardized. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate and will be asked to withdraw.

Field Placement Eligibility:

Field placements occur only in second and third year of the program.

To be eligible for placement, you must submit proof of Standard First Aid certification, CPR level C, PRCSVS, and complete and up to date immunizations to ParaMed. ParaMed services are the third-party provider who collects all field placement documentation for the Community Studies department.

Promotional Status:

All courses in Level 01 and Level 02 (Year 1) must be successfully completed before entering Level 03 (Year 2) of the program. In Level 03 to Level 06, students must pass all courses to be granted admission to the following level. Special consideration may be given to those who are unsuccessful in one course. If exceptions are granted based on extenuating circumstances, students must pass the course prior to returning to the following year of the program. Given the concurrent model of the program, students must be in field practice while completing course work.

Admission Requirements for 2023/2024 Academic Year

College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; **OR**
- Academic and Career Entrance (ACE) certificate; **OR**
- General Educational Development (GED) certificate; **OR**
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of \$50 (subject to change) will be charged.

Program Eligibility

- English, Grade 12 (ENG4C or equivalent) with a minimum grade of 65% or higher.
- **Eligibility for Direct Entry to Second Year** (Fall application deadline March 31): Ontario College Diploma, Ontario College Advanced Diploma in Human Services or a Degree in a related social science.
- Applicants with international transcripts must provide proof of the subject-specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).
- IELTS-International English Language Testing Service (Academic) Overall band of 6.5 with a minimum of 6.0 in each band; OR TOEFL-Internet-based (iBT)-overall 88, with a minimum of 22 in each component: Reading 22; Listening 22; Speaking 22; Writing 22.

Not sure if you meet all of the requirements? Academic Upgrading may be able to help with that: <https://www.algonquincollege.com/access/>.

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

Eligibility for Direct Entry to Second Year: University degree in Social Sciences or a two-year diploma in a Human Services program.

Health Requirements:

The physical and emotional health of each applicant to the program must be such that he or she can successfully cope with the program of instruction including the demands of field placement (e. g. stress and time management). Individuals who have concerns about their ability to meet these requirements should contact the coordinator of the program prior to submitting an application.

Police Records Check Documentation:

Though not an admission requirement, applicants must note important information listed below regarding Police Records Check program requirements.

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Field Placement Eligibility:

Field placements occur only in second and third year of the program.

To be eligible for placement, you must submit proof of Standard First Aid certification, CPR level C, PRCSVS, and complete and up to date immunizations to ParaMed. ParaMed services are the third-party provider who collects all field placement documentation for the Community Studies department.

Promotional Status:

All courses in Level 01 and Level 02 (Year 1) must be successfully completed before entering Level 03 (Year 2) of the program. In Level 03 to Level 06, students must pass all courses to be granted admission to the following level. Special consideration may be given to those who are unsuccessful in one course. If exceptions are granted based on extenuating circumstances, students must pass the course prior to returning to the following year of the program. Given the concurrent model of the program, students must be in field practice while completing course work.

Application Information

CHILD AND YOUTH CARE
Program Code 0476X01FWO

Applications to full-time day programs must be submitted with official transcripts showing completion of the academic admission requirements through:

ontariocolleges.ca

60 Corporate Court
Guelph, Ontario N1G 5J3
1-888-892-2228

Students currently enrolled in an Ontario secondary school should notify their Guidance Office prior to their online application at <http://www.ontariocolleges.ca/>.

Applications for Fall Term and Winter Term admission received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as places are available.

International applicants please visit this link for application process information:
<https://algonquincollege.force.com/myACint/>.

For further information on the admissions process, contact:

Registrar's Office
Algonquin College
1385 Woodroffe Ave
Ottawa, ON K2G 1V8
Telephone: 613-727-0002
Toll-free: 1-800-565-4723
TTY: 613-727-7766
Fax: 613-727-7632
Contact: <https://www.algonquincollege.com/ro>

Additional Information

Field Placement Eligibility:

Field placements occur only in second and third year of the program.

To be eligible for placement, you must submit proof of Standard First Aid certification, CPR level C, PRCSVS, and complete and up to date immunizations to ParaMed. ParaMed services are the third-party provider who collects all field placement documentation for the Community Studies department.

Police Records Check Documentation:

Students must provide the College with a current Police Records Check for Service with the Vulnerable Sector (PRCSVS) prior to field placement and students are responsible for any associated costs. If this documentation is not submitted by the deadline identified by the department, students may not be placed in field practice and progression through the program may be delayed. If you cannot complete field placement, you will not be able to graduate.

Health Requirements:

The physical and emotional health of each applicant to the program must be such that he or she can successfully cope with the program of instruction including the demands of field placement. If you have any physical or emotional limitations that may impact your studies contact the coordinator of the program prior to submitting an application.

Scheduling:

The Child and Youth Care program consists of courses that are delivered in a variety of formats including face-to-face in a classroom, hybrid (combination of classroom and online learning) and online courses. Students participate in all three types of learning. Students also participate in laboratory and field placement learning activities.

Class schedules vary from term to term and courses may be scheduled between the hours of 8 a. m. and 10 p.m. Monday through Friday. Classes for first-year students run Monday through Friday. Second and third-year classes take place on campus two days per week. Field placements occur off campus three days per week. Some field placements require the student to be available for evening or weekend shifts.

There is only a 2-week break between the first and second year of the program for students in the January intake. Students who begin the program in January will complete the first year from January to August, and complete the second year of the program from September to April.

Course Descriptions

ENL1813S Communications I

Communication remains an essential skill sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Students practise writing, speaking, reading, listening, locating and documenting information, and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both educational and workplace environments.

Prerequisite(s): none
Corerequisite(s):none

ENL1902F Professional Communication for Child and Youth Care Practitioners

Writing legally appropriate documents, advocating for clients and communicating in a professional manner are critical components of being a child and youth care practitioner. Students use case studies to write letters and field-specific reports. In addition, students learn and demonstrate oral communication, listening and advocacy skills in client-centred, team-based case meetings.

Prerequisite(s): ENL1813S
Corerequisite(s):none

ENL2028 Research Writing for Evidence-Based Programming

Effective research, critical thinking, writing and documentation skills are essential for developing programming and projects that meet the needs of a variety of clients in the field of child and youth care. Working with a partner, students research, summarize, evaluate, compare and reference academic sources related to the field of child and youth care to produce current and reliable professional projects, including a literature review.

Prerequisite(s): ENL1902F and FAM0063 and FAM0064 and FAM1050 and FAM1052 and FAM1060 and FAM1064 and FAM1070 and FAM1075 and FAM1082 and FAM1087 and FAM1274 and FAM1275
Corerequisite(s):FAM0060 and FAM1081 and FAM1269 and FAM1270 and FAM1276

FAM0001 Principles of Psychology

Understanding self and others is essential in promoting healthy interactions, and success in personal and professional relationships. Students investigate the key concepts associated with the study of psychology. Students develop an understanding of research methodologies and ethics, motivation and emotion, personality theories, memory systems, social learning theories and theories of stress.

Prerequisite(s): none
Corerequisite(s):none

FAM0014 Group Program Design

Group programming is a valuable tool for Child and Youth Care practitioners to help meet the needs of children and youth. Students apply their knowledge of participant selection, program design and evaluation, and group facilitation to develop a multi-session group program on a topic of their choice, grounded in current research. Working in partners, with individualized support from the course instructor, students complete a series of workshops and assignments that result in a program manual marketable to social services and the community.

Prerequisite(s): ENL2028 and FAM1081
Corerequisite(s):none

FAM0042 Field Practice 4

Supervised practice at the level of a graduate affirms work-place readiness for the child and youth care practitioner. This culminating placement experience prepares students for employment in the child and youth care field. In the placement setting, students apply vocational skills at an employment-ready level, indicative of an understanding of each child, youth, and family's unique life space, ecology, and social location. Final personal, professional, and clinical goals are set and evaluated with an emphasis on system navigation, advocacy, strength-based assessment,

intervention, and interprofessional collaboration.

Prerequisite(s): FAM1276

Corerequisite(s):FAM0088

FAM0064 Field Integration Seminar 2

Consistent reflective practice and ongoing professional development are core skills of child and youth care practitioners. Students build upon their professional skills with an increased focus on the development of leaderships skills where students illustrate their knowledge of strength-based interventions, relational practice, self-awareness, and ethical decision-making. They begin to co-facilitate group supervision activities that foster enhanced integration of theory into equitable and inclusive practice and self-reflection.

Prerequisite(s): FAM0079

Corerequisite(s):FAM1275

FAM0074 Anti-Oppressive Practice in Child and Youth Care

The children, youth and families served by child and youth care practitioners are disproportionately impacted by systemic inequalities, discrimination, and oppression. Child and youth care practitioners need to be equipped to work with equity deserving young people and families in ways that mitigate power imbalances. Students explore intersectionality and how each person's social location impacts their development. Students examine how child and youth care practices can impose dominant values on marginalized groups and identify child and youth care practices that share power. Through case studies and critical reflection, students identify structural factors that marginalize children, youth and families, examine the use and misuse of power in child and youth care practice, and develop ways of engaging children, youth, and families through a power-with approach. Through self-reflection students examine their own intersectionality and how it may impact their practice.

Prerequisite(s): none

Corerequisite(s):none

FAM0075 Adolescent Development

Adolescence is a distinct phase of development and one in which young people experience rapid growth. Students explore physical, cognitive, social and emotional development of adolescents in the contexts of family, peers, school, work and media. Students identify risk factors and issues affecting adolescent development as well as protective factors and resiliency.

Prerequisite(s): none

Corerequisite(s):none

FAM0076 Diversity

Child and youth care practitioners work with diverse populations. Students explore concepts of equity, diversity, and inclusion as they relate to culture, race, religion, social class, ability, and gender at the personal, societal, and professional levels. Students examine the impacts of structural inequality on marginalized communities to inform their interactions, engagement strategies, advocacy, and allyship. Students critically reflect on their own ethnocentricity and privilege and how these influence their interactions with children, youth, and families. Through interactive workshops and case studies, students examine practices and policies that further marginalize young people and families and explore ways of engaging that promote cultural humility and safety.

Prerequisite(s): none

Corerequisite(s):none

FAM0077 Systems Navigation for Child and Youth Practitioners

A young person's healthy development and their family's and community's well-being are impacted by the institutional systems in society. Students focus on the systems in Ontario which impact

young people and families. Emphasis is placed on identifying system-based barriers such as systemic racism, oppression and marginalization, inherent in child welfare, health, education and justice. Students critically analyse these systems, practice being an advocate and identify ways to help others navigate systems. Using case studies, group discussion, self-reflection and learning activities, students develop a foundational knowledge of Ontario systems and begin to develop their advocacy skills.

Prerequisite(s): none

Corerequisite(s):none

FAM0078 Mental Health 2

Child and youth care workers regularly engage with and develop interventions for young people who are experiencing mental health challenges that can interfere with their optimal emotional, behavioural, psychological, social and academic functioning. Students learn about DSM-V disorders that have a later developmental onset of symptom presentation such as eating disorders, mood disorders, anxiety disorders and personality disorders. Students also develop an understanding of non-suicidal self-injury and suicide. Students increase their mental health literacy related to etiology of the diagnosis, symptom identification and evidence-based interventions. Through case analysis, students apply their knowledge of mental health diagnosis, of strength-based interventions and strategies in various settings.

Prerequisite(s): FAM1273

Corerequisite(s):none

FAM0079 Field Integration Seminar 1

Reflective practice and professional development are core skills of child and youth care practitioners. Receiving ongoing professional supervision encourages students to reflect on their skills and areas for growth, to set and monitor professional goals, and to maintain professional ethics. Students develop reflective practice skills as they discuss how they are applying introductory clinical, professional, and personal skills in their placements. They engage in individual and group reflections and participate in activities that foster the integration of theory into equitable and inclusive practice.

Prerequisite(s): none

Corerequisite(s):FAM1075

FAM0086 Life-Space Engagement

Child and youth care practice is conducted in a wide range of settings, wherever children and youth are living their lives. Students explore the use of relational practice and strengths-based approaches within the everyday spaces of young people with particular emphasis on virtual Life-Space, and residential care settings. Students examine how the needs of a young person and their Life-Space interact and evaluate when to adjust the milieu and/or design interventions for youth. Through case studies, role-play, and group discussions, students identify the strengths and needs of young people across Life-Space domains, assess the safety and therapeutic value of care environments, and practice using everyday events to promote positive development.

Prerequisite(s): none

Corerequisite(s):none

FAM0087 Field Integration Seminar 3

Professional child and youth care practitioners are expected to engage in ongoing critical reflection, self-inquiry, and professional development. Students build upon established peer supervision skills with an emphasis on leadership skills related to facilitating group supervision and self-inquiry. They present and discuss practice-related issues that illustrate their knowledge of equitable, inclusive, and professional child and youth care practice. Students receive and analyze peer feedback and integrate these recommendations into their practice at field placements.

Prerequisite(s): FAM0064

Corerequisite(s):FAM1276

FAM0088 Field Integration Seminar 4

Employment-ready child and youth care practitioners are required to consistently apply facilitation, leadership, collaboration, reflective practice, and self-inquiry skills. Students display proficiency in peer supervision, critical reflection, ethical decision-making and leadership skills. Students lead discussions that focus on the cumulative integration of theory into equitable and inclusive child and youth care practice.

Prerequisite(s): FAM0087

Corerequisite(s):FAM0042

FAM1050 Therapeutic Activities

Child and youth care practitioners intentionally engage with young people using recreation, crafts, and games in order to enhance healthy development. Students create, modify, facilitate, and debrief activities taking into consideration diverse needs, abilities, race and culture. Students prepare the environment and respond to behaviour in order to enhance engagement and develop relationships with young people. Students facilitate activities, participate in activities, role play, give and receive feedback, and write about activities. Through practical application of learning students increase their experience and confidence as activity facilitators.

Prerequisite(s): none

Corerequisite(s):none

FAM1054 Introduction to Child and Youth Care

Children, youth, families and communities may require support from child and youth care practitioners in order to lead healthy lives. Students develop an understanding of the history of the child and youth care profession, roles and responsibilities of child and youth care practitioners, strengths and needs of children, youth, families, and communities, professional conduct and personal self awareness for becoming an effective child and youth care practitioner. Through in-class learning activities, group discussions and self-reflection, students develop foundational knowledge of the child and youth care profession.

Prerequisite(s): none

Corerequisite(s):none

FAM1058 Field Preparation

The development of professional skills supports students in the transition from an academic environment to a field placement. Students develop basic skills in professional time management, observation, documentation, supervision, facilitation, ethics, self-care and goal development. Through in-class activities, group discussions, self-reflection, and presentations, students develop the skills required to begin their first field placement.

Prerequisite(s): none

Corerequisite(s):none

FAM1060 Therapeutic Programming

Creating and delivering programs that benefit young people is a core skill area of child and youth care practitioners. Students assess strengths and needs from which appropriate goals are developed. Students select and sequence activities to create a goal oriented, theory-based, barrier-free program for a young person. Through observation, application of concepts, role play and class discussion students develop their ability to create and deliver programs that contribute to the healthy development of young people.

Prerequisite(s): none

Corerequisite(s):none

FAM1064 Child and Youth Care Interventions

Children and youth in crisis require professionals to intervene using a trauma-informed, proactive

and safe approach. Students build skills using evidence-based interventions that help young people develop coping skills and self-regulation strategies. Using demonstrations and simulations, students identify the stages of crisis and apply de-escalation techniques, restrictive and nonrestrictive interventions, and debriefing strategies to safely manage crises and support young people. Upon successful completion, students earn a certification in crisis intervention.

Prerequisite(s): none
Corerequisite(s):none

FAM1066 Child Development

The early years are very important in the optimal healthy development of a human's life. From conception to 12 years old, an interactive process of physical, cognitive, social, emotional, environmental and cultural factors influences child development. Students examine the phase of child development and explore the importance of prevention and intervention concepts that optimize healthy development by linking theory to child and youth care practice. Developmental stages heredity, culture and environmental influences are addressed with emphasis placed on the interdependency between the physical, cognitive and social/emotional milestones in childhood.

Prerequisite(s): none
Corerequisite(s):none

FAM1070 Outdoor Activities 1: Fall Camping

With the focus of promoting optimal social, emotional, and physical development, child and youth care practitioners plan and implement outdoor recreational and therapeutic activities to support goal achievement and encourage values related to healthy lifestyles and development. Students plan and participate in an active multi-day overnight camping trip. Through this trip experience, students develop knowledge and skills in basic camping tasks, outdoor therapeutic programming, teamwork and safety procedures. Demonstrations and skill practice sessions expose students to new activities and build their comfort in participating and leading youth in outdoor adventures.

Prerequisite(s): none
Corerequisite(s):none

FAM1075 Field Practice 1

Field practice experiences offer developing child and youth care students an opportunity to begin to integrate theory learned in the classroom into placement settings. Students complete a field placement in the community where they receive regular supervision as they begin to develop skills related to relational practice and intervention. Students set personal, professional, and clinical goals and monitor and evaluate these goals with the support of their seminar instructor and supervisor throughout their placement experience.

Prerequisite(s): none
Corerequisite(s):FAM0079

FAM1081 Group Work

Working in a group milieu is a key component in child and youth care practice. Students explore the process of establishing therapeutic groups, the skills required for effective group facilitation, and how to design and evaluate a group program. Students design, facilitate, and evaluate a psychoeducational group that they implement in a multi-week lab. Through participation in the lab, students observe and document group development, facilitate a group session, and experience the role of group members. Through self-reflection and applied practice, students acquire the skills necessary to develop and facilitate therapeutic groups.

Prerequisite(s): none
Corerequisite(s):none

FAM1082 Counselling Skills

Listening and collaboration are central to building therapeutic relationships and supporting change

in young people. Students explore person-centred, strengths-based, and solution focused approaches to change with children and youth. Emphasis is on effective listening, developing a therapeutic alliance, and understanding the role of a child and youth care practitioner in supporting change and self-determination. Through demonstrations, role-play, and practice videos, students employ micro-skills of counselling.

Prerequisite(s): none
Corerequisite(s):none

FAM1087 Trauma and Abuse

Childhood trauma, abuse and neglect can be the lived experience of many young people and families served by child and youth care practitioners. Students cultivate their advocacy skills and use reflective practice to explore various ways young people experience and heal from trauma. Through lectures, learning applications and group work, students investigate risk factors, intervention strategies, documentation processes, legal reporting requirements and healing-centered engagement practices.

Prerequisite(s): FAM0077 and FAM1064
Corerequisite(s):none

FAM1089 Professional Issues and Development

Child and youth care practitioners practise within agency and professional guidelines. Students develop the knowledge and skills to advocate, deal with ethical dilemmas and become job ready. The exploration of current professional issues in the community builds a bridge between academics and securing employment in the field.

Prerequisite(s): none
Corerequisite(s):none

FAM1096 Family Interventions

Child and youth care practitioners are integrated in the support provided to families in various milieus. The impact of culture, privilege and attachments on the family unit is explored. Students apply a strengths-based relational approach in response to the diverse needs of young people and their families. Students practice using an ecological perspective to assess key issues that impact families and to practice skills that facilitate the involvement of all family members in their goals and intervention plans. Through case analysis and simulations, students advocate for family services and support families in their understanding of the roles of the systems and services which they are accessing.

Prerequisite(s): FAM1270
Corerequisite(s):none

FAM1100 Outdoor Activities 2: Winter Camping

Time outdoors and in nature has many benefits for both physical and mental health. Promoting optimal healthy development for young people and their families includes providing them opportunities to experience various outdoor activities in all weather conditions. In teams, students create and co-facilitate winter outdoor activities, applying previously acquired skills in budgeting, planning, facilitating, and modifying therapeutic and recreational programming for various skill levels while adhering to safety procedures for winter weather conditions. Students attend an immersive, multi-day overnight winter camping experience where they participate in many activities through demonstrations and skill practice sessions building their leadership skills in overnight programming and winter outdoor activities.

Prerequisite(s): none
Corerequisite(s):none

FAM1255 Community Service Learning

Child and youth care practitioners need to understand how their roles interact with child serving

agencies in the community. Students professionally collaborate to manage group dynamics including problem solving, time management and conflict resolution. Students identify needs to advocate on behalf of an agency that serves children, youth and families. Through weekly team meetings, independent research, reflection, role play, and community advocacy, students plan and implement an event to meet a need of a community agency.

Prerequisite(s): none
Corerequisite(s):none

FAM1269 Substance Abuse

Child and youth care practitioners frequently work with young people experiencing challenges with addictions. Students gain basic knowledge regarding substance abuse, addiction, and recovery. Students explore their values and attitudes about the use and abuse of drugs and alcohol. Special emphasis is placed on intervention strategies with youth. Students gain insight, awareness, and the understanding necessary to interact positively with youth experiencing addiction and their families.

Prerequisite(s): none
Corerequisite(s):none

FAM1270 Assessment and Intervention Planning

Child and youth care practitioners use strength-based assessment methods to develop goals, to design care and intervention plans, and to select intervention techniques that are responsive to the strengths, development and holistic needs of children, youth and their families. With an emphasis on trauma informed care and respecting a young person's inherent right to self-determine, students learn a variety of strength-based assessment methods and intervention models that can be applied in a variety of contexts to promote optimal development and mental wellness. Using experiential and practical application exercises students apply advanced intervention skills.

Prerequisite(s): FAM1064
Corerequisite(s):none

FAM1273 Mental Health 1

Child and youth care workers regularly engage with and develop interventions for young people who are experiencing mental health challenges that can interfere with their optimal emotional, behavioural, psychological, social and academic functioning. Students learn about DSM-V disorders that have an early onset of symptoms in childhood such as ADHD, neurodevelopmental disorders, and conduct disorders. Students increase their mental health literacy related to etiology of the diagnosis, symptom identification and strength-based interventions. Through case analysis, students apply their knowledge of mental health diagnosis, interventions and strategies, IEPs, and interprofessional collaboration relevant in school and family environments.

Prerequisite(s): ENL1813 and FAM1054 and FAM1255
Corerequisite(s):none

FAM1275 Field Practice 2

Extended time with a child and youth care organization allows students to increase fluency of skills and scope of responsibilities in the field. Students increase the depth of their experience by taking on additional responsibilities in the field placement setting. Students continue to develop engagement and programming skills, and with guidance, select and implement strength-based intervention techniques. Personal, professional, and clinical goals are refined as students continue to develop an increased awareness of their unique professional child and youth care identity.

Prerequisite(s): FAM1075
Corerequisite(s):FAM0064

FAM1276 Field Practice 3

Exposure to more complex child and youth care settings supports the development of advanced skills through the integration of theory and practice. This placement experience challenges

students to apply foundational child and youth care skills in more complex settings. Students build upon their existing strengths and professional CYC characteristics while expanding upon personal, professional, and clinical skills. The emphasis is on the student's understanding of community systems, interprofessional practice and the application of trauma-informed interventions. Students refine relational practice skills and select and apply advanced skills in their placement setting with children, youth, and families.

Prerequisite(s): FAM1275

Corerequisite(s):FAM0087

GED0476 General Education Elective

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science and Technology.

Prerequisite(s): none

Corerequisite(s):none

GED0476 General Education Elective

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science and Technology.

Prerequisite(s): none

Corerequisite(s):none