

# CHILD AND YOUTH WORKER

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## Program Outline

<b>Major:</b>	CYWK
<b>Length:</b>	3 Years
<b>Delivery:</b>	6 Semesters
<b>Credential:</b>	Ontario College Advanced Diploma
<b>Effective:</b>	2014-2015
<b>Location:</b>	Orillia
<b>Start:</b>	Fall (Orillia), Winter (Orillia)

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### Description

This comprehensive program will prepare graduates for employment in most settings working with children and youth who are experiencing social, emotional and behavioural challenges. The program implements a variety of prevention, intervention and treatment strategies that are based on foundational understanding of human behaviour and development, family systems, cultural diversity and exceptionalities.

The philosophy of the program is based on the ecological model and enhancing resilience and strength in children and youth. Its goal is ensuring that the CYW graduate is a strong, self-aware, knowledgeable, ethical and skilled professional.

A unique component of the program is the interactive labs where students will have the opportunity to enhance and practice counselling, assessment, referral and intervention skills in a safe, supportive environment before commencing field placements.

### Career Opportunities

A variety of career opportunities are available to graduates. The primary careers categories include:

- Boards of Education - specialized educational programs
- Educational Assistant positions
- Residential treatment centers / group homes
- Before and after school programs

- Street and community outreach workers
- Shelters for abused women and children, homeless, street youth
- Therapeutic foster care environments
- Charitable institutions
- Recreational programs/facilities
- Programs serving children and youth under the Youth Criminal Justice Act and Child and Family Services Act

### **Program Learning Outcomes**

The graduate has reliably demonstrated the ability to:

- develop and maintain therapeutic relationships;
- foster and utilize therapeutic environments of a residential and non-residential nature which respect culture and which promote well-being and facilitate positive change for children youth and their families;
- design and implement strategies which promote client advocacy and community education to enhance psycho-social development in children youth and their families;
- employ effective intervention strategies in the areas of therapeutic programming, individual counseling, and group work which comply with the treatment aims for the client;
- collaborate with other service providers and form professional relationships in order to enhance the quality of service of children youth and their families;
- perform ongoing self-assessment and utilize self-care strategies to enhance professional competence;
- identify and use professional development resources and activities, which promote professional growth;
- communicate effectively in oral written and nonverbal and electronic forms to enhance the quality of service;
- employ environmentally sustainable practices within the profession;
- identify and connect program specific curriculum and learning outcomes with active engagement and service in the community.

### **External Recognition:**

The components of the Child and Youth Worker Program have been endorsed by the program Advisory Committee. The Advisory Committee has representation from: Simcoe County Children's Aid Society, OPP, Simcoe County District School Board, Youth Haven, Green Haven Shelter for Women, Kinark Child and Family Services, Wenonah House, Orillia Youth Resource and Drop in Centre, Morton House and Ontario Association of Child and Youth Counsellors.

### **The Program Progression:**

Fall Intake - Orillia

Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6
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Fall 2014	Winter 2015	Fall 2015	Winter 2016	Fall 2016	Winter 2017

Winter Intake - Orillia

Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6
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Winter 2015	Summer 2015	Fall 2015	Winter 2016	Fall 2016	Winter 2017

### **Articulation:**

A number of articulation agreements have been negotiated with universities and other institutions across Canada, North America and internationally. These agreements are assessed, revised and updated on a regular basis. Please contact the program co-ordinator for specific details if you are interested in pursuing such an option. Additional information can be found on our website at <http://www.georgianc.on.ca/academics/articulations/>

### **Admission Requirements:**

You must meet ONE of the following requirements to be eligible for admission to these programs:

Secondary school applicants:

- OSS curriculum: OSSD or equivalent, with Grade 12 English (C) or (U) (ENG4C, ENG4U)

Keyboarding ability, basic computer literacy and word processing skills are also recommended.

Non-Secondary school applicants (19 years or older):

- Any credit Communication course taken at Georgian College
- College preparatory programs including those taken at Georgian College: Human Service Foundation, General Arts and Science\*
- Equivalent courses in English taken through secondary school or Independent Learning Centres (at the general, advanced, college or university level)
- Academic and Career Entrance Certificate (ACE) program with communications
- Mature student testing in English that meets the minimum standards for admission (available through most testing services)\*
- Ontario High School Equivalency Certificate (GED)

- English, Literature or Communication credit courses from accredited colleges/universities

Home school applicants:

- Applicants can write the mature student testing in English that meets the minimum standards for admission (available through testing services)\*

\* available from Georgian College. For a complete listing please contact the Office of the Registrar.

Non-secondary school applicants who are 19 years of age or over by the first day of classes, and who lack the academic entrance qualifications, may be considered for entrance to an appropriate post-secondary diploma or certificate program as mature applicants. Mature applicants must meet all program specific prerequisites including all selection criteria; equivalencies are stated above. Applicants who are unsure whether they meet admission requirements should contact the Office of the Registrar. In addition, those applying as mature students and having no documentation of Grade 12 education must supply, if required, proof of age, such as a copy of an official birth certificate or driver's licence. Refer to Section 2.5 and 2.6 of the Academic Calendar for further details.

Credit transfer and course exemptions:

Applicants who have taken courses from a recognized and accredited post-secondary institution and/or have relevant life/learning experience may be eligible for credit transfer/course exemptions. Courses/experience must match at least 80% of the learning outcomes of a Georgian College course with a minimum grade of 60% or C achieved in previous coursework; some program exceptions apply (see program outline). For further information please visit the Credit Transfer Centre website: [georgiancollege.ca/admissions/credit-transfer/](http://georgiancollege.ca/admissions/credit-transfer/)

### **Criminal Reference Check:**

Placement agencies require an up-to-date clear criminal reference check and vulnerable sector check prior to going out on placement. Students should obtain their criminal reference check approximately one month prior to placement; checks conducted earlier may not be considered current. As some jurisdictions require longer lead-time for processing, please check with the program co-ordinator to ensure you allow for sufficient turn-around time. Students are required to provide these checks prior to placement start.

NOTE: A record of criminal offences, for which a pardon has not been granted, may prevent the student from completing their placement, thereby affecting their ability to graduate.

**Graduation Requirements:**

- 27 Mandatory Courses
- 2 Communications Courses
- 5 General Education Courses
- 4 Field Placements

**Graduation Eligibility:**

To graduate from this program, the passing weighted average for promotion through each semester, from year to year and to graduate is 60%. Additionally, a student must attain a minimum of 50% or a letter grade of P (Pass) or S (Satisfactory) in each course in each semester.

**Mandatory Courses**

- CYWK1001 Child Development
- CYWK1002 The Art of Counselling Children and Youth
- CYWK1003 Counselling Children and Youth: Theories and Interventions
- CYWK1005 Adolescent Development and Intervention Strategies
- CYWK1007 Introduction to Child and Youth Worker
- CYWK1008 Interactive Lab 1
- CYWK1009 Therapeutic Programming and Activities
- CYWK2000 Group Counselling
- CYWK2001 Ethics and Professionalism in CYW
- CYWK2002 Social Welfare, Community and Social Services
- CYWK2003 Case Management
- CYWK2004 Diversity and Multiculturalism
- CYWK2006 Family Systems and Interventions
- CYWK2009 Sex, Drugs, and Youth Culture
- CYWK2010 Mental Health Issues and Intervention
- CYWK2011 Field Placement Seminar 1
- CYWK2013 Interactive Lab 2
- CYWK2014 Field Placement Seminar 2
- CYWK3001 Community Development
- CYWK3010 Interactive Lab 3
- CYWK3011 Mental Health and Medications in CYW
- CYWK3013 Trauma and Abuse
- CYWK3014 Holistic Health and Wellness
- CYWK3015 Interactive Lab 4 (Trauma and Abuse)
- CYWK3016 Interactive Lab 5 (Holistic CYW)
- CYWK3017 Field Placement Seminar 3
- CYWK3018 Field Placement Seminar 4

### Communications Courses

To be selected at time of registration from the College list, as determined by testing.

### General Education Courses

To be selected from College list

### Field Placements

CYWK2012 Field Placement: Educational Setting 1

CYWK2015 Field Placement: Educational Setting 2

CYWK3012 Field Placement: Agency/Residential/Unique 1

CYWK3019 Field Placement: Agency/Residential Unique 2

### Course Descriptions:

CYWK1001 Child Development 42.0 Hours

This course provides the student with a theoretical knowledge of developmental principles from conception to 10 years of age. It examines the variations and challenges associated with environmental and biological factors that affect typical development. The student will learn how to work with children dealing with ecological challenges and/or developmental disorders through the implementation of behavioural and support strategies to develop therapeutic relationships.

CYWK1002 The Art of Counselling Children and Youth 42.0 Hours

This course is designed to introduce students to the core skills of counselling, promoting understanding and cooperation to support therapeutic relationships and environments when working with children and youth. It introduces students to the fundamental stages of therapeutic relationships, use of self and development of self-awareness. The course offers a hands-on practical approach, in preparation for the interactive lab, using the evaluation tools designed to teach and learn counselling skills.

CYWK1003 Counselling Children and Youth: Theories and Interventions 42.0 Hours

Students are taught to understand significance of the therapeutic relationship, using a client-centered approach that is strength and resiliency based, emphasizing collaboration, competence, and ethics. Application of therapeutic principles and theories specific to child and youth work to various situations and creating a therapeutic environment is the goal. The course will identify the spectrum of counselling approaches in the field and encourage development of individual "conceptual frameworks", and adapt techniques and philosophies to the student's particular style.

C- CYWK1008 Interactive Lab 1 or C- CYWK1004 Interactive Lab 1

#### CYWK1005 Adolescent Development and Intervention Strategies 42.0 Hours

This course provides students with a theoretical knowledge of developmental principles during the adolescent years from ages 11-21. Students will identify unique and complex characteristics specific to adolescent development. Problems occurring at this stage of life will be discussed such as emotional difficulties, substance abuse, depression, suicide and eating disorders. Developmental disorders and their association with high-risk behaviours will be examined.

#### CYWK1007 Introduction to Child and Youth Worker 42.0 Hours

Students will learn about the history of the child and youth worker profession and be introduced to concepts that are threaded through the program including risk and resilience, the ecological model and system theory, therapeutic relationships, milieu and interventions, and the role of the child and youth worker in various environments including the school, agencies, community and the larger society.

#### CYWK1008 Interactive Lab 1 28.0 Hours

Through role-playing students will have an opportunity to actively demonstrate verbal and non-verbal communication and counselling skills by participating in simulated situations that will allow them to gain confidence in their ability to use their skills as a counsellor, develop critical self-appraisal, and debrief and assess themselves and their peers in a safe supportive environment. Students review and critique interactions in simulated scenarios.

#### CYWK1009 Therapeutic Programming and Activities 42.0 Hours

Therapeutic relationships and therapeutic programming can enhance development, build self-esteem and enhance resiliency in at-risk children and youth. This course identifies best practices to design and deliver therapeutic programming for children and youth up to 21 years. Students will review several therapeutic approaches, and acquire the evidence based practice skills to assist in the assessment, planning, implementation and evaluation of therapeutic programs in a variety of settings.

#### CYWK2000 Group Counselling 42.0 Hours

This course provides the student with an understanding of the more complex aspects of working with groups in a therapeutic environment. This course will explore evidence-based approaches to working with children and youth, using a biopsychosocial lens (ecological perspective). The course will introduce the student to group work with children and youth at risk, both in clinical and community based programs. The student will become familiar with evaluation tools to assess fellow students' level of skill and progress.

#### CYWK2001 Ethics and Professionalism in CYW 42.0 Hours

This course will promote self-awareness through discovery and analysis of CYW's values, beliefs, biases and ethical principles. The ecological perspective will be incorporated emphasizing the student's connection to self, community and the larger society. Topics

covered will include setting and maintaining boundaries and understanding transference/counter-transference. Finding strength and resiliency in one's self will be explored. Professional CYW practices will be examined in regard to cultural, ethical, legal and gender issues that relate to CYW field.

#### CYWK2002 Social Welfare, Community and Social Services 42.0 Hours

This course provides the student with an understanding of the macro issues of the structure and administration of community organizations and social services that operate within Canadian society. The student will analyze various social systems including criminal justice, children's protection, social welfare education, and health systems. Relevant ministries that have an impact on children, youth and their families will be examined from the ecological/systems theory perspective.

#### CYWK2003 Case Management 42.0 Hours

This course provides the student with the fundamentals of case management from a community based, client-focused perspective. The course covers theories and current trends regarding interpersonal skills and client support from an ecological perspective by explaining interagency relationships, circles of support, conflict resolution and legal and ethical concerns. Communication skills and ability to interact effectively with clients is emphasized, including communicating with clients with special needs as well as professional writing and case documentation skills.

#### CYWK2004 Diversity and Multiculturalism 42.0 Hours

Students will be provided with a detailed perspective of the social issues facing children and youth from diverse families and minority groups with a concentration on Canada's First Nations, Métis and Inuit population. Human rights violations, discrimination and prejudice will be examined. Incorporating the ecological model, students will consider the micro and macro issues affecting families on a social, emotional and psychological level. Students will develop culturally sensitive strategies to support children, youth and families.

#### CYWK2006 Family Systems and Interventions 42.0 Hours

Looking at issues facing children, youth and families at-risk, this course will emphasize resiliency and family strengths, not deficits. Family development, family function and dysfunction will be assessed with a focus on child, youth, parent and marital issues, using different approaches to working with families including "systems" therapy, psychoanalytic and intergenerational approaches. Students will further their skills in planning and intervention, setting goals, evaluating and measuring outcomes.

#### CYWK2009 Sex, Drugs, and Youth Culture 42.0 Hours

Students will examine the sociology of youth culture and subcultures with emphasis on Canadian society and issues that affect young people, particularly at-risk children and teens. How individuals transition from childhood to adolescence and young adulthood will be examined in relationship to emerging behaviours including

experimenting/using/abusing substances and risky sexual behaviour. The impact of emerging sexuality and formation of identity will also be examined.

#### CYWK2010 Mental Health Issues and Intervention 42.0 Hours

Students will explore the various issues and contexts that relate to mental health and interventions in the child and youth worker field. Students will examine various disorders and psychological illnesses including anxiety disorder, conduct disorder, attention-deficit/hyperactivity disorder, obsessive compulsive disorder, eating disorders and fetal alcohol spectrum disorder. Students will develop both formal (service plan) and informal (life-space) interventions to promote positive change and healthy development.

#### CYWK2011 Field Placement Seminar 1 84.0 Hours

Students will be introduced to the role of a child and youth worker in a school setting. Policies, procedures and professional behaviours in an educational setting will be discussed. Students will be able to bring real-life examples and scenarios to the seminar for insight and feedback on how to deal with issues occurring on placement. Appropriate therapeutic interventions and working with children and youth at risk in the education system will be emphasized.

(P- CYWK1007 Introduction to Child and Youth Worker or P- CYWK1000 Therapeutic Approaches to Children and Youth) and P- CYWK1002 The Art of Counselling Children and Youth and P- CYWK1003 Counselling Children and Youth: Theories and Interventions and (P- CYWK1008 Interactive Lab 1 or P- CYWK1004 Interactive Lab 1) and P- CYWK1009 Therapeutic Programming and Activities and P- CYWK2001 Ethics and Professionalism in CYW and P- AID3 First Aid - CYWK program and P- IMM3 Immunization - CYWK

#### CYWK2012 Field Placement: Educational Setting 1 224.0 Hours

The student is placed in a school-based setting. The student will have some contact with children and/or youth who have emotional/behavioural challenges. Under the close supervision of college monitors, the student will plan and implement a variety of competencies that will assist the student in utilizing the practical skills discussed in the first year.

(P- CYWK1007 Introduction to Child and Youth Worker or P- CYWK1000 Therapeutic Approaches to Children and Youth) and P- CYWK1002 The Art of Counselling Children and Youth and P- CYWK1003 Counselling Children and Youth: Theories and Interventions and (P- CYWK1008 Interactive Lab 1 or P- CYWK1004 Interactive Lab 1) and P- CYWK1009 Therapeutic Programming and Activities and P- CYWK2001 Ethics and Professionalism in CYW and P- AID3 First Aid - CYWK program and P- IMM3 Immunization - CYWK

#### CYWK2013 Interactive Lab 2 42.0 Hours

Students will be focusing on group dynamics. Basic skills of managing groups will be practiced such as setting tone, drawing out and cutting off, behaviour management

techniques and diffusion. Students will develop critical and reflective self and peer appraisal and awareness skills, through review and critique of video recordings, using various feedback and evaluation models.

#### CYWK2014 Field Placement Seminar 2 84.0 Hours

Students will be provided with discussion, coaching, and opportunities for exploration of issues, counselling strategies, and interventions to be used with children and youth in a school environment. With guidance from faculty, students examine scenarios from placement and participate in role plays to help develop the advanced skills required to work in educational settings.

P- CYWK2011 Field Placement Seminar 1 and P- CYWK2012 Field Placement: Educational Setting 1

#### CYWK2015 Field Placement: Educational Setting 2 224.0 Hours

Students will be in an educational setting and will build on the skills developed in Field Placement 1. Students will work as part of a team and independently to plan and implement a variety of competencies that will assist the student in the mastery of skills discussed in the first and second year of the program.

P- CYWK2011 Field Placement Seminar 1 and P- CYWK2012 Field Placement: Educational Setting 1

#### CYWK3001 Community Development 42.0 Hours

Incorporating the ecological (systems) model, the course focuses on how to systematically build empowered and competent communities, by promoting initiatives that contribute to healthy children and youth. It will introduce students to the fundamentals of change on a macro level and explore a systems approach to developing coalitions, dealing with diversity, action and advocacy, community assessment, long term planning and developing action plans for community coalitions. Students will incorporate evidence based practice and research in the preparation of a community project/program proposal.

#### CYWK3010 Interactive Lab 3 42.0 Hours

Students will consolidate basic and advanced skills of behaviour management change, counselling, assessment, observation, recording and documentation. Utilizing fieldwork experiences, the student will identify and refine responses to particular behavioural case scenarios they find challenging. Students will focus on child and youth assessment, treatment and intervention, and the child and youth worker as case manager working as part of a multidisciplinary team.

#### CYWK3011 Mental Health and Medications in CYW 42.0 Hours

Students will familiarize themselves with various psychological assessments, evaluations and treatment while considering scope of practice for child and youth workers. Students will gain knowledge of basic medication preparation and administration with an

emphasis on supervision of self-administration and knowledge of medications commonly encountered by the Child and Youth Worker.

**CYWK3012 Field Placement: Agency/Residential/Unique 1 224.0 Hours**

Students are placed in an agency/residential/unique setting. Students will have direct contact with children and/or youth who have emotional/behavioural challenges. Students plan competencies that will assist them in the mastery of theoretical, interpersonal and counselling skills.

and P- CYWK1003 Counselling Children and Youth: Theories and Interventions and P- CYWK1007 Introduction to Child and Youth Worker and P- CYWK1008 Interactive Lab 1 and P- CYWK1009 Therapeutic Programming and Activities and P- CYWK2001 Ethics and Professionalism in CYW and P- AID3 First Aid - CYWK program and P- IMM3 Immunization - CYWK and P- CRIS Crisis Intervention Certificat and C- CYWK3017 Field Placement Seminar 3P- , CYWK1002 The Art of Counselling Children and Youth

**CYWK3013 Trauma and Abuse 42.0 Hours**

Utilizing an ecological framework, and from a strengths based perspective, students will critically analyze the broad developmental impact of physical, psychological, emotional or sexual abuse. Students will learn to recognize signs of chronic versus acute kinds of trauma, direct trauma (torture, sexual abuse, incest, war) the traumatized family (domestic violence), and social trauma (bullying). Identifying strengths, coping behaviours, and resiliency factors as well as best practices for intervention and support will be examined.

C- CYWK3015 Interactive Lab 4 (Trauma and Abuse)

**CYWK3014 Holistic Health and Wellness 42.0 Hours**

Students will focus on self-assessment, self-awareness and use of self in the counselling process. How to establish realistic and attainable professional goals while creating balance in one's life will be emphasized. Building on a philosophy of "connectedness" (ecological/systems model) Students will view self (and clients), from a physical, psychological, intellectual, emotional and spiritual perspective and will learn how to integrate self-care strategies into their lives. Vicarious trauma and compassion fatigue will also be examined.

C- CYWK3016 Interactive Lab 5 (Holistic CYW)

**CYWK3015 Interactive Lab 4 (Trauma and Abuse) 42.0 Hours**

Students will consolidate basic and advanced skills of counselling with individuals and families, to address specific issues relating to trauma and abuse. Students will practice and demonstrate the skills of observation, referral, developing treatment goals, and life-space counselling interventions. The learners will also practice advanced empathy and crisis diffusion within a therapeutic and ecological, strengths-based framework.

C- CYWK3013 Trauma and Abuse

**CYWK3016 Interactive Lab 5 (Holistic CYW) 42.0 Hours**

Students will learn and demonstrate the practical skills of self-care, problem solving and use of supervision. In addition, students will discuss ethical dilemmas and explore transference and countertransference and professionalism.

C- CYWK3014 Holistic Health and Wellness

CYWK3017 Field Placement Seminar 3 42.0 Hours

Students will be provided with discussion, coaching, and opportunities for exploration of issues, counselling strategies, and interventions to be used with children, youth and families as part of their field placement. Under the supervision of faculty, placement monitors and supervisors, students will practice assessing client needs, and developing specific interventions.

P- CYWK1002 The Art of Counselling Children and Youth and P- CYWK1003 Counselling Children and Youth: Theories and Interventions and P- CYWK1007 Introduction to Child and Youth Worker and P- CYWK1008 Interactive Lab 1 and P- CYWK1009 Therapeutic Programming and Activities and P- CYWK2011 Field Placement Seminar 1 and P- AID3 First Aid - CYWK program and P- IMM3 Immunization - CYWK and P- CRIS Crisis Intervention Certificat and C- CYWK3012 Field Placement: Agency/Residential/Unique 1

CYWK3018 Field Placement Seminar 4 42.0 Hours

Students will be provided with discussion and coaching opportunities to enhance employability skills and knowledge of relevant legislation. Students will participate in mock interviews, resume and portfolio development, networking opportunities, career counselling and planning.

C- CYWK3019 Field Placement: Agency/Residential Unique 2

CYWK3019 Field Placement: Agency/Residential Unique 2 224.0 Hours

Students will assist with the planning of the unique placement and the placement opportunity. The students will have direct contact with children and/or youth who have emotional/behavioural challenges. Students will plan and implement a variety of competencies that will assist them in the mastery of theoretical, interpersonal and counselling skills.

P- CYWK3012 Field Placement: Agency/Residential/Unique 1 and P- CYWK3017 Field Placement Seminar 3 and C- CYWK3018 Field Placement Seminar 4

### **Course Description Legend**

P = Prerequisite; C = Concurrent prerequisite; CO= Corequisite

*Information contained in College documents respecting programs is correct at the time of publication. Academic content of programs and courses is revised on an ongoing basis to ensure relevance to changing educational objectives and employment market needs. The college reserves the right to add or delete programs, options, courses,*

*timetables or campus locations subject to sufficient enrolment, and the availability of courses.*