

Child, Youth and Family Studies Diploma

Program Outline

PROGRAM IMPLEMENTATION DATE:	September 2016
OUTLINE EFFECTIVE DATE:	September 2018
PROGRAM OUTLINE REVIEW DATE:	April 2023

GENERAL PROGRAM DESCRIPTION:

The CYFS Diploma is designed for students who wish to extend their knowledge and skills outside of their certificate designation. Once in the workforce, certificate graduates may find they need to enhance their knowledge and skills by exploring peripheral needs which impact the clients they work with. Others find themselves looking to expand their responsibilities and options within a broader field. Within the field of child, youth, and family studies, employment opportunities and remuneration are frequently enhanced by having a diploma. In addition to career advancement and professional development, there are many course options in the diploma which transfer to degree programs.

This diploma is awarded to students who successfully complete all of the following:

1. An acceptable certificate in a related field of study with a minimum of one 180 hour practicum – suitability of certificates are determined by the Registrar's Office
2. The prescribed diploma curriculum of six (6) courses
3. A minimum of 60 credits completed, including at least fifteen (15) 200 level credits

It is recommended that students talk to an Education Advisor to develop a course plan for this program.

Program Information: The CYFS Diploma is a part of the Child, Youth and Family Studies program. The program has block and individual course transfer agreements with various BC institutions. For more information see <http://www.cotr.bc.ca/Transfer>.

Delivery: This program is delivered online.

COTR Credits: 18

Hours for this program: 270 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	270
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	270

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	N/A

Program Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

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Department Head Signature

Dean Signature

EDCO

Valid from: September 2018 – April 2023

Education Council Approval Date

PROGRAM PREREQUISITES AND TRANSFER CREDIT:

Admission Requirements: Completion of, or enrollment in, a certificate program in Early Childhood Educator, Education Assistant, or Human Service Worker.

Flexible Assessment (FA):

Credit can be awarded for one or more courses in this program through FA Yes No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

Child, Youth and Family Studies Diploma:

Students complete six courses.

Three courses are to be selected from the following options:

Course	Credits	Hours	Semester Offered
HSWR 211 Conflict Resolution	3	45	Fall
HSWR 212 Crisis Intervention	3	45	Fall
HSWR 213 Child and Youth Mental Health	3	45	Winter
HSWR 214 Introduction to Addictions	3	45	Spring
HSWR 215 Issues in Adolescence	3	45	Winter

Three courses are to be selected from the following options:

Course	Credits	Hours	Semester Offered
CRIM 131 Introduction to the Criminal Justice System	3	45	Winter
CYFS 201 Independent Study	3	45	Winter
ECED 149 Studies in Diversity	3	45	Spring
ENGL 100 English Composition	3	45	Fall
FNST 203 Aboriginal Ways of Knowing	3	45	Fall
FNST 205 Indigenizing Practice	3	45	Winter
HSWR 211 Conflict Resolution	3	45	Fall
HSWR 212 Crisis Intervention	3	45	Fall
HSWR 213 Child and Youth Mental Health	3	45	Winter
HSWR 214 Introduction to Addictions	3	45	Spring
HSWR 215 Issues in Adolescence	3	45	Winter
MGMT 216 Organizational Behaviour	3	45	Winter
SOCI 240 Aboriginal Family Support Studies	3	45	Fall

COURSE GRADE:

Course grades are assigned as follows for academic courses:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	59-55	54-50	< 50

Course grades are assigned as follows for vocational courses:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

COURSE DESCRIPTIONS:

CRIM 131

This course involves a critical examination of the structure and operation of the system that controls crime: the police, courts and corrections. This course also examines the relationship between these agencies and the impacts and implications of the system. An emphasis is placed on experiential and interactive learning where students will engage with various individuals involved in the system. This course also includes an introduction to Aboriginal justice models, community and restorative justice.

CYFS 201

This course introduces students to the program planning cycle and engages them in creating and implementing effective program plans from the initial needs assessment through to the evaluation of program and facilities.

ECED 149

This course is designed as an introduction to studies in human diversity. It provides a foundation from which students explore diversity and anti-racism.

ENGL 100

English 100 focuses on composition for academic purposes and develops a student's ability to write clearly and effectively. Students also learn the fundamentals of critical thinking, scholarly research, and academic reading.

FNST 203

This course introduces students to concepts of Indigenous traditional knowledge, worldview and epistemology through witnessing Elder teachings, insights from Indigenous scholars and experiences of Indigenous community members. This course begins with a review of knowledge creation and ways of knowing. It then explores the value, importance and uniqueness of Indigenous ways of knowing and pedagogy in comparison to Western ways of knowing and pedagogy through exploring questions that are important to First Nations peoples.

FNST 205

This course explores ways to address the learning and teaching needs of Aboriginal children and youth through understanding Indigenous peoples' relationship with land, language, and community. Students will witness various Aboriginal cultures and ways of knowing and traditional pedagogy through a focus on incorporating voices from Aboriginal scholars, Aboriginal community members and Elders. Through this experience students practice indigenizing various learning and educational environments to address the needs of both teachers and learners.

HSWR 211

This course is intended to provide students with the basic elements and strategies for coming to mutually acceptable agreements in child, youth, and family related conflicts.

HSWR 212

This course provides the student with an introduction to the theory and practical day to day procedures of crisis intervention. Students may be exposed to crisis topics common to a variety of helping profession disciplines, including counseling, education, and social work.

HSWR 213

This course uses a strengths-based approach to working with children and youth with mental health concerns. This course introduces students to the most commonly diagnosed mental illnesses, the direction for interventions, and the professionals presently working in the mental health field.

HSWR 214

This course provides the learner with an overview of current practice, theories and models in the field of substance use. Topics include: models of addiction, assessment, intervention and treatment for alcohol and other drug abuse; the impact of substance use on the individual, family and society in general; and ethical issues and challenges for practitioners.

HSWR 215

This course introduces students to the contemporary study of adolescence from a lifespan perspective. It explores the challenges and the strengths of adolescence along with the ways this knowledge can be applied to support healthy development among the diversity of young people in this period of life.

MGMT 216

In this course students can discover and apply concepts to both explain and influence how people and their organizations work. Specific topics include motivation, perception, personality, emotions, communication, team dynamics, decision making, conflict and negotiation, power and organizational politics, leadership, organizational change and development, organization, and culture.

SOCI 240

This course explores the diverse and unique nature and dynamics of First Nations, Aboriginal, Metis and Inuit (referred to inclusively as Indigenous) families. Students learn directly from Indigenous families, their support networks and advocates their strengths as well as the challenges and struggles they continue to face through the imposed transition from traditional to contemporary family roles. From this, students will work towards fostering a better understanding of how they can assist in providing culturally appropriate family support, and promoting family wellness and safe environments for children.