

## Child, Youth and Family Studies Diploma (CYFS2)

### Program Outline

PROGRAM IMPLEMENTATION DATE:	September 2016
OUTLINE EFFECTIVE DATE:	September 2024
PROGRAM OUTLINE REVIEW DATE:	March 2029

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#### 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.

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

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**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>. Students with an existing certificate must complete all diploma requirements within three (3) years of enrolling into the diploma for ECIT, ECSN, HSWR, and CYFS2.

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**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	
<b>Total</b>	<b>270</b>

**Practicum Hours (if applicable):**

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

**Program Outline Author or Contact:**

Heather Wik, MET

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Signature

**APPROVAL SIGNATURES:**

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Department Head Signature

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Dean Signature

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Valid from: September 2024 – March 2029

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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.

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### 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
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
INDG 101 Introduction to Indigenous Studies	3	45	Fall & Winter

INDG 105 Introduction to Health and Wellness in Indigenous Communities	3	45	Winter
INDG 120 Introduction to Indigenous Peoples' Worldviews (BC Focus)	3	45	Fall
INDG 203 Indigenous Ways of Knowing	3	45	Fall
INDG 205 Indigenizing Practice	3	45	Winter
INDG 240 Indigenous Family Support Studies	3	45	Fall
MGMT 216 Organizational Behaviour	3	45	Winter

## 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: Introduction to the Criminal Justice System

This course involves a critical examination of the structure and operation of the system that responds to crime and criminal behaviour: 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 Indigenous justice models, community and restorative justice.

### CYFS 201: Independent Study

This course is designed for focused, discipline-specific learning in the field of child, youth, or family studies. Students will systematically identify, plan, execute and evaluate a learning project related to their professional field.

### ECED 149: Studies in Diversity

This course is designed as an introduction to studies in human diversity. It provides students with a foundation from which to explore diversity and examine the issues related to it.

### ENGL 100: English Composition

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, persuasive writing techniques (including rhetorical appeals and devices), scholarly research, and academic reading.

**HSWR 211: Conflict Resolution**

This course provides students with an introduction to the theory, process, and skills of conflict resolution in child, youth, and family related conflicts. The course will introduce students to the core elements of conflict, restorative justice, mediation, and negotiation, and will provide the opportunity for students to develop skills for negotiating personal and professional disputes.

**HSWR 212: Crisis Intervention**

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: Introduction to Mental Health Issues for Children and Youth**

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: Introduction to Addictions**

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: Issues in Adolescence**

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.

**INDG 101: Introduction to Indigenous Studies**

This is a foundational course which introduces the interdisciplinary field of Indigenous Studies. Students examine documents developed by/for/and with Indigenous Peoples. The emphasis is on Indigenous Peoples' experiences within Canada and BC specifically, and in relationship to the global community. Students will be introduced to Place Based approaches in order to understand the current historical, political, social, cultural and spiritual context of Truth and Reconciliation from Indigenous Peoples' Perspectives.

**INDG 105: Introduction to Health and Wellness In Indigenous Communities**

This course focuses upon an understanding of health and wellness within Indigenous communities, from Indigenous Peoples' Perspectives. Students examine many factors and conditions that impact Indigenous Peoples' health stemming from both the individual and collective experiences. Additional focus emphasizes how community health and wellness is articulated and maintained according to Indigenous Peoples Place Based Worldviews and definitions. Indigenous scholarship, including what is referred to as 'traditional knowledges' are incorporated alongside interdisciplinary perspectives, privileging Indigenous Peoples' voices.

**INDG 120: Introduction to Indigenous Peoples' Worldviews (BC Focus)**

This course focuses upon understanding experiences and relationships of Indigenous Peoples' in their homelands and territories located within British Columbia. Students will learn about contemporary issues from an Indigenous Peoples' perspective. Various perspectives regarding Indigenous Peoples' self determination, cognitive justice and sovereignty (or lack thereof), will be examined. A Place Based approach to experiences of colonization enables students to consider Indigenous Peoples' cultures and means of communicating values, worldviews and beliefs.

**INDG 203: Indigenous Peoples' Ways of Knowing**

This course explores Indigenous Peoples' knowledges, worldviews and epistemologies, identifying concepts from and through Indigenous Peoples' scholarship and experiences. The course includes a review of knowledge creation, while modelling the value, importance and uniqueness of Indigenous Peoples' pedagogy through course delivery. The course prepares students to explore questions that are important to Indigenous Peoples, their communities, and nations and that can enable research in support of Indigenous Peoples' cultural continuity and self-determination

**INDG 203: Indigenous Ways of Knowing**

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.

**INDG 205: Indigenizing Practice**

This course explores ways to address the learning and teaching needs of children and youth in the context of Indigenous practice, through examining concepts of Indigenization, Truth and Reconciliation, and an in-depth study of the Ktunaxa Nation Council's Social Sector Practice Framework. Students will be asked to consider their relationship to Indigenous nations, knowledges, and practices, and will be encouraged to think critically about what "Indigenizing" means for their own practice.

**INDG240: Indigenous Family Support Studies**

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.

**MGMT 216: Organizational Behaviour**

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.