

**YC 102**  
**Building Resiliency**  
**3 Credits**

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## YC 102 Version: 19



## Building Resiliency

### Calendar Description

This course provides an introduction to developing specific knowledge, attitudes and skills about interacting with children and youth at risk and supporting the development of resiliency.

### Rationale

This is a required course for the Child and Youth Care Diploma and other Human Service students. Students acquire the understanding of situations that put children at risk and the effects of those situations. Students explore the at-risk dynamic that provide opportunities for understanding and supporting children and youth in encouraging environments.

### Prerequisites

YC 100

### Co-Requisites

None

### Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. define the term "at risk" youth including: environmental/social factors, family, school, individual characteristics, school dropout, substance use and addiction, teen pregnancy, STI;s and risky sexual behaviour, juvenile delinquency and youth violence, and youth suicide.
2. relate specific "at risk" behaviours and their effects while respecting human and cultural diversity.
3. describe attributes/characteristics and protective factors of children and youth who are resilient while respecting human and cultural diversity.
4. explain the ecological model in which children/youth develop.
5. examine various cultural models for promoting resiliency.
6. research specific strengths based approaches to support and build resiliency.
7. plan and present an activity to support development of resiliency.

## Resource Materials

### *Required Texts:*

Ranahan, P., Kutcher, S., Hashish, M. (2020). *Introduction to mental health for child and youth care*. Canadian Scholars.

## Conduct of Course

This course is offered on D2L and in the classroom. Lectures, readings, demonstrations, and discussions are utilized to develop background knowledge when working with children and youth in various setting. It includes a variety of material to introduce, illustrate, and reinforce concepts. Assignments have been developed to enhance the student's skill in understanding, planning and implementing programs for children and youth.

## Evaluation Procedures

Case Notes	25%
Client Activity Plan	25%
Research Assignment	25%
Quiz	<u>25%</u>
Total	100%

## Grade Equivalents and Course Pass Requirements

*A minimum grade of D (50%) (1.00) is required to pass this course.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.0

**Students must maintain a cumulative average grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.**

## Attendance

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. Frequent absences may result in the student being placed on probation. Further absences may result in suspension from the program.

On-line attendance is demonstrated by keeping up with readings and assignments, participation in the dialogue on the discussion board and completing course work assignments to the satisfaction of the instructor.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

## **Course Units/Topics**

1. The Meaning of "At Risk"
  - a) defining "at risk"
  - b) Bronfenbrenner's ecological systems theory
  - c) the at-risk continuum
  
2. Understanding Resiliency
  - a) basic human needs
  - b) attributes of resiliency and protective factors
    - i) individual
    - ii) family
    - iii) community
  - c) Models for promoting resiliency
  
3. Situations that can Present Risk for Children and Youth
  - a) Individual or psychological factors
  - b) family issues
    - (i) the family
    - (ii) dimensions and styles of parenting
    - (iii) changing families
    - (iv) family as systems
    - (v) stressed families
    - (vi) dysfunctional families
  - c) environmental factors

4. At Risk Categories/Effects/Prevention and Early Interventions
  - a) school performance
  - b) substance use and abuse
  - c) sexual behaviors and teenage pregnancy
  - d) antisocial behaviors: delinquency, gangs and school shooters
  - e) depression and youth suicide



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