

## Aligning workshops to the CYC Competency Domains

CYC Competencies:	Foundational Knowledge for each domain:
<p><b>I. Professionalism</b></p> <ul style="list-style-type: none"> <li>a. Awareness of the Profession</li> <li>b. Professional Development and Behavior</li> <li>c. Personal Development and Self Care</li> <li>d. Professional Ethics</li> <li>e. Awareness of Law and Regulations</li> <li>f. Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• History, structure, and organization of child and youth care</li> <li>• Resources and activities of child and youth care</li> <li>• Current and emergent trends in society, services, and in child and youth care</li> <li>• Structure and function of codes of ethics applicable to practice which includes the <a href="#"><u>Standards for Practice of North American Child and Youth Care Professionals</u></a></li> <li>• Accepted boundaries in professional practice</li> <li>• Stress management and wellness practices</li> <li>• Strategies to build a professional support network</li> <li>• Significance of advocacy and an array of advocacy strategies</li> <li>• Relevant laws, regulations, legal rights and licensing procedures governing practice</li> </ul>
<p><b>II. Cultural and Human Diversity</b></p> <ul style="list-style-type: none"> <li>a. Cultural and Human Diversity Awareness and Inquiry</li> <li>b. Relationship and Communication Sensitive to Cultural and Human Diversity</li> <li>c. Developmental Practice Methods Sensitive to Cultural and Human Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural structures, theories of change, and values within culture variations</li> <li>• Cross cultural communication</li> <li>• Variations among families and communities of diverse backgrounds</li> <li>• Cultural and human diversity issues in the professional environment</li> </ul>
<p><b>III. Applied Human Development</b></p> <ul style="list-style-type: none"> <li>a. Contextual-Developmental Assessment</li> <li>b. Sensitivity to Contextual Development in Relationship and Communication</li> <li>c. Practice Methods that are Sensitive to Development and Context</li> <li>d. Access Resources that Support Healthy Development</li> </ul>	<ul style="list-style-type: none"> <li>• Lifespan human development</li> <li>• Child and adolescent development as appropriate for the arena of practice, (including domains of cognitive, social-emotional, physiological, psycho-sexual, and spiritual development)</li> <li>• Exceptionality in development (including at-risk and special needs circumstances such as trauma, child abuse/neglect, developmental psychopathology, and developmental disorders)</li> <li>• Family development, systems and dynamics</li> </ul>
<p><b>IV. Relationship and Communication</b></p> <ul style="list-style-type: none"> <li>a. Interpersonal Communication</li> <li>b. Relationship Development</li> <li>c. Family Communication</li> <li>d. Teamwork and Professional Communication Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of helping relationships</li> <li>• Characteristics of healthy interpersonal relationships</li> <li>• Cultural differences in communication styles</li> <li>• Developmental differences in communication</li> <li>• Communication theory (verbal &amp; non-verbal)</li> <li>• Group dynamics &amp; teamwork theory</li> <li>• Family dynamics &amp; communication patterns (including attachment theory as it relates to communication style)</li> </ul>
<p><b>V. Developmental Practice Methods</b></p> <ul style="list-style-type: none"> <li>a. Genuine Relationships</li> <li>b. Health and Safety</li> <li>c. Intervention Planning</li> <li>d. Environmental Design and</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Intervention theory and design</li> <li>• Environmental design</li> <li>• Program planning and activity programming including:               <ul style="list-style-type: none"> <li>○ Developmental rationales</li> <li>○ Basic strategies of program planning</li> </ul> </li> </ul>

<p>Maintenance</p> <p>e. Program Planning and Activity Programming</p> <p>f. Activities of Daily Living</p> <p>g. Group Process</p> <p>h. Counseling</p> <p>i. Behavior Guidance</p> <p>j. Family and Caregiver Engagement</p> <p>k. Community Engagement</p>	<ul style="list-style-type: none"> <li>○ Specific developmental outcomes expected as a result of participating in activities</li> <li>○ Principles of activity programming (e.g. activity analysis, adaptation, strategies for involving youth in activities)</li> <li>○ Relationship of developmental processes to the activities of daily living (e.g. eating, grooming, hygiene, sleeping, rest)</li> <li>○ The significance of play activities</li> <li>○ Community resources for connecting children, youth and families with activity and recreational programs</li> <li>● Behavioral guidance methods including conflict resolution, crisis management, and life space interviewing</li> <li>● Behavior management methods</li> <li>● Counseling skills</li> <li>● Understanding and working with groups, families, and communities</li> </ul>
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