COMMON COURSE OUTLINE: Course discipline/number/title: CYFS 2002 Introduction to Youth Work

A. CATALOG DESCRIPTION
   1. Credits: 3
   2. Hours/Week: 3
   3. Prerequisites (Course discipline/number): Testing into READ 0840, ENGL 0910 and ENLGL 0980
   4. Co-requisites (Course discipline/number): None
   5. MnTC Goals (if any): NA

This course introduces the foundations and theories of positive youth development that are critical to how professional youth workers think about and work with young people. Theoretical foundations include the eight basic youth needs, ecological context, assets and resiliency, and experiential learning. Students will examine the impact of barriers to youth participation, explore approaches to build relationships with young people and learn how to engage the community on behalf of youth. This class provides a strong foundation for professionalism and ethical practice as well as critical thinking and analysis with respect to youth work and positive youth development.

B. DATE LAST REVISED (Month, year): March, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:
   1. Understanding Positive Youth Development
   2. Knowing Youth in Context
   3. Supporting Youth Needs
   4. Intentional Opportunities and Outcomes
   5. Assumptions and Barriers to Participation
   6. Youth and Adults as Partners
   7. Engaging the Community on Behalf of Youth
   8. A Role Like No Other: Professionalism and Ethics

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
   1. Explain basic concepts and principles of a positive youth development approach.
   2. Describe the basic concepts of adolescent development.
   3. Explain the benefits of using a positive youth development approach when working with youth.
   4. Describe the ecological model of youth development.
   5. Apply the ecological model to their work with young people.
   6. Compare and contrast the ecological model and other popular models of youth development.
   7. Explain and interpret the impact of relationship building within the context of youth development programs.
   8. Apply positive youth development concepts to the act of relationship building.
   9. Analyze resiliency research and apply the findings when working with youth.
  10. Articulate long-term and short-term outcomes for youth.
  11. Articulate ways that youth programs positively impact the lives of young people.
  12. Demonstrate the ability to intentionally plan youth programs to bring about positive youth outcomes.
  13. Demonstrate the ability to use logic models to plan positive youth development programs.
  14. Identify negative stereotypes applied to youth as a group.
  15. Analyze and explain how stereotypes and assumptions become barriers to positive youth development.
  16. Identify systemic barriers to youth participation.
  17. Identify strategies that will enable them to work as allies with youth.
  18. Explain and interpret the benefits of sharing power and responsibility for decision making and program planning with youth.
  19. Identify and describe ways to involve young people in the larger community.
  20. Demonstrate the ability to map and engage the resources in their communities.
  21. Demonstrate the ability to use key stakeholder identification strategies to understand and distinguish between community members’ public positions and underlying interests.
  22. Describe the three components of good youth work practice: knowing oneself, being in relationship with youth, possessing basic competencies.
  23. Examine and analyze their professional development needs in order to create a professional development action plan.
  24. Describe the importance and impact of a support system for youth work professionals.
  25. Develop a system of support.
E. LEARNING OUTCOMES (MNCT): NA

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
   1. Written papers demonstrating critical reflection on theory and practice
   2. Written reports on field research
   3. Small group presentations and accompanying handouts
   4. Class discussion

G. RCTC CORE OUTCOME(S) Addressed:
   ☒ Communication  ☒ Civic Responsibility
   ☒ Critical Thinking  ☒ Personal/Professional Accountability
   ☒ Global Awareness/Diversity  ☒ Aesthetic Response

H. SPECIAL INFORMATION (if any):
   This course is aligned with Practitioner Core Knowledge and Skills: School Age and Youth Work, by the Youth Work Institute, which in turn aligns with the Minnesota School Age Core Competencies and publications by the National Collaboration for Youth, National Afterschool Association, and Youth Community Connections. The Core Knowledge and Skills have been identified as a basis for developing a coherent series of courses aimed at training and educating youth work professionals.