AHSC 322 – FUNDAMENTALS OF CHILD AND YOUTH CARE WORK
Fall 2026

COURSE OUTLINE

Disclaimer: In the event of extraordinary circumstances and pursuant to the Academic Regulations, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

This syllabus is subject to change and any changes will be posted in the Announcements section of your eConcordia portal.

Semester:	Fall 2026 Section: EC
Instructor:	Dr. Patti Ranahan, Professor Department of Applied Human Sciences
Zoom Schedule:	Monday Sept. 14, 2026: 1pm – 2pm Monday Oct. 6, 2026: 1pm – 2pm Monday Nov. 16, 2026: 1pm – 2pm
Office Hours:	Thursdays 1PM – 2:30 PM Sept. 17 – Dec. 3, 2026
e-mail:	ahsc_322_ec@concordia.ca (Please allow for a 24-hour response time between Monday-Friday)
Teaching Assistants:	Alex-Ann Adams, Julie Chacra

COURSE DESCRIPTION

The objectives of this course are to provide students with an understanding of the scope and status of child and youth care work, to sensitize them to the necessary competencies and daily challenges of this work in a range of settings, and to review relevant theory. An overview of the history of the field is provided, as well as a review of seminal writings and recent literature on

best practices.

Prerequisite: AHSC 220

Note: Students who have received credit for AHSC 402 or for this topic under an AHSC 398 number may not take this course for credit.

TERRITORIAL ACKNOWLEDGEMENT

I would like to begin by acknowledging that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather for our classes. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. I respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

COURSE LEARNING OBJECTIVES

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

1. Summarize the development of the profession, scope and practice of CYC;
2. Identify and apply theoretical perspectives and Youth Work principles to practice;
3. Analyze the necessary competencies and daily challenges inherent in CYC practice;
4. Evaluate current debates and contested concepts within CYC, and how these are shaping the future of the profession.

FORMAT

This course is offered in an online format and typically will require a minimum of 6 hours each week of dedicated time throughout the 12-week term. Students are expected to complete the required readings and resources available on eConcordia. Please consult Concordia's COVID-19 Students' FAQs for information on temporary, short-term absences from class. Assignments are completed individually and uploaded on eConcordia.

Extraordinary circumstances: In the event of extraordinary circumstances and pursuant to the Academic Regulations the University may modify the delivery, content, structure, forum, location and evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

COURSE RESOURCES:

Please note that you may not share any content belonging to Dr. Ranahan including, but not limited to, the course outline, lesson materials and videos. These remain the intellectual property of Dr. Ranahan. It may not be distributed, published or broadcast, in whole or in part, without the express permission of Dr. Ranahan. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities and will be reported. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student's intellectual property. All university members retain copyright over their work.

Required & Recommended Texts/ Readings

Required: Stuart, C., & Fryer, K. (2024). *Foundations of Child and Youth Care* (4th ed.). Kendall Hunt. Further required readings/resources (i.e., video links, etc.) will be available via the Concordia University's library course reserves and/or links posted on eConcordia. It is expected that students will draw upon the required textbook, readings and course resources (e.g., video links) when completing assignments, but not directly cite course lessons.

Third-party software/websites for work submission:

Students are advised that external software and/or websites will be used in the course and students may be asked to submit or consent to the submission of their work to an online service. Students are responsible for reading and deciding whether or not to agree to any applicable terms of use. Use of this software and service is voluntary. Students who do not consent to the use the software or service should identify themselves to the professor as soon as possible to discuss alternate modes of participation that do not require them to give copyright or the right to use their work to a third party.

By using the external software or websites, students agree to provide and share their work and certain personal information (where applicable) with the website/software provider. Students are advised that the University cannot guarantee the protection of intellectual property rights or personal information provided to any website or software company. Intellectual property and personal information held in foreign jurisdictions are subject to the laws of such jurisdictions.

ACADEMIC CALENDAR DATES

DNE: Monday September 21, 2026

DISC: Monday November 16, 2026

HANDLING OF STUDENT WORK

1. Students are responsible for retaining a copy of all submitted work.
2. All assignments to be submitted to the professor on the due date indicated. Assignments are to be submitted on eConcordia as indicated in the assignment descriptions. Files should be clearly labeled with the student's last name, and course number (e.g., LASTNAME_AHSC322).
3. Every effort will be made to return assignments to students within two weeks.
4. Students can make an appointment with the professor/TA to review and discuss their assignments or course grade.
5. Final grades will be posted on the Internet.

LANGUAGE OF INSTRUCTION AND ASSIGNMENTS

The language of instruction for this course is English. Nevertheless, students have the right to write their assignments in French. Students are advised to notify the professor at the beginning of the course if they wish to write their assignments in French.

ACCESSIBILITY POLICY[1]

I am committed to making this course fully accessible to all students. If you have questions and concerns about the course readings and requirements, please contact me by email. If you have a documented disability, you are also encouraged to contact the Concordia Access Centre for Students with Disabilities.

USE OF CONCORDIA EMAIL

Your Concordia email is the official channel for all university communications, as required by the university's Policy on Concordia email accounts for students and employees. Please use your Concordia email for all communication related to this course and check it regularly so you don't miss important information. Learn more about how to access your Concordia email.

As a student, you are expected to follow the email policy and to use your Concordia email in a respectful and responsible manner. The policy helps ensure that communication across the university is secure, reliable, and consistent.

[1] Adapted from: Burgstahler, S. (2015). *Universal design in higher education: from principles to practice* (2nd ed., pp. 75). Cambridge, MA: Harvard Education Press.

METHOD OF STUDENT EVALUATION

After completing a brief quiz (i.e., Assignment #1) on students' knowledge of this Course Outline, students will complete three assignments in order to obtain a grade in this course. Details of assignments are available in the assignment descriptions that follow and zoom meetings are scheduled throughout the term to review expectations for each assignment. Assignments are to be posted on the course on eConcordia by 11:59pm on the identified due date. All assignments must include a title page with the student's name, student ID, and assignment number, and be submitted in APA 7th edition format in Microsoft Word, properly labelled with the student's last name and course (LASTNAME_AHSC322), unless otherwise stated in the assignment description. Please do not cite course lessons. It is expected that you cite the required readings, including the course textbook, and integrate relevant Child and Youth Care/Youth Work literature/resources in all your assignments.

Description	Due Date	% of Final Grade
#1: Course Outline Multiple Choice Quiz	September 24, 2026	5%
#2: Defining Child & Youth Care Work	October 4, 2026	30%
#3: Area of Practice Investigation	November 16, 2026	30%
#4: Case Study: Applying Principles to Practice	December 9, 2026	35%
	Total	100 %

LATE POLICY

All assignments are to be submitted online by the due date as indicated in the assignment descriptions. Any assignments received after any due date will be graded as 0%. Requests for extensions due to exceptional circumstances must be communicated to the instructor a minimum of 3-days ahead of the assignment deadline. All assignments set in the course must be submitted in order to receive a final course grade.

THE USE OF GENERATIVE AI

As Generative Artificial Intelligence (AI) can produce text and images based on existing documents, it is unable to attribute human value to social and emotional learning in the same way that we hope to within the Applied Human Sciences (AHSC) department. Part of navigating the generation of this content is in understanding that what is produced is not an inherently trustworthy or reliable source in producing academic material. These tools (e.g., ChatGPT) must be used with discernment and integrity. Within our department, there is an emphasis on interpreting personal experience for which Gen AI cannot be a substitute. In this course, students may only use Gen AI for generating ideas or creating an outline for an assignment, but the final submitted assignment must entirely be the student's own work. If you choose to use Gen AI in any form as you work through the assignments in this course; this use must be documented in a detailed appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. The AHSC department requires transparency with the use of Gen AI in all work. You must use appropriate APA citations. Failure to do so constitutes a violation of the Academic Code of Conduct.

AHSC GRADING SCHEME

In an effort to maintain consistency across all courses, the Department of Applied Human Sciences has a common grading scale to be used in all AHSC courses.

GRADE	GPA	%	Standard	Description of range
A+	4.3	98-100	Outstanding	Meets or exceeds all stated criteria. Strong creative and/or critical thinking employed. Competent use of APA 7th edition format. Use of additional and appropriate materials and all are properly cited. High level of self-reflection and analysis. Use of multiple theories to explore ideas.
A	4	94-97	Exceptional	
A-	3.7	90-93	Excellent	
B+	3.3	85-89	Very Good	Meets criteria, well organized, well written. Insightful and honest. Good evidence of self-reflection. Appropriate use of theory. Solid synthesis of theory and experience. Good creative and/or critical thinking skills employed. Proper use of references and cited in APA 7th edition format.
B	3	80-84	Good	
B-	2.7	76-79	Above Average	
C+	2.3	72-75	Competent	Met general requirements, but may have missed some points or not clearly linked concepts to theory. Vague. Unpolished in style, organization, clarity, and use of
C	2	67-71	Satisfactory	

C-	1.7	63-66	Minimally meets requirements	citations. Lack of insight or depth. Little evidence of self-reflection.
D+	1.3	58-62	Marginal grasp of subject	Did not meet a significant portion of basic requirements. Concepts and experiences not linked to theory. Lack of depth. Lack of self-reflection and evidence of self-awareness. Disorganized and unclear. Not well written. References not properly cited.
D	1	54-57	Poor	
D-	0.7	50-53	Marginal pass	
F	0	below 50%	Requirements not demonstrated	Does not meet basic requirements. Not on topic, no depth, vague. Not linked to theory or inappropriately so. Lack of self-analysis. Poorly written, poor citation.
Note: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.				

RIGHTS AND RESPONSIBILITIES

Plagiarism: The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.”

This could be material copied word for word from books, journals, Internet sites, professor’s course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. “Presentation” is not limited to written work. It also includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

In Simple Words: Do not copy, paraphrase or translate anything from anywhere without saying from where you obtained it! (http://provost.concordia.ca/academicintegrity/plagiarism)

ETHICAL BEHAVIOUR

All individuals participating in courses are expected to be professional and constructive throughout the course, including in their communications. Concordia students are subject to the Code of Rights and Responsibilities which applies both when students are physically and virtually engaged in any University activity, including classes, seminars, meetings, discussion forums, group projects, etc. Students engaged in University activities must respect this Code

when engaging with any members of the Concordia community, including faculty, staff, and students, whether such interactions are verbal or in writing, face to face or online/virtual. Failing to comply with the Code may result in charges and sanctions as outlined in the Code.

Sexual violence, including sexual harassment and sexual assault, is not tolerated at Concordia. Please see Concordia's policy on sexual violence for more information about awareness and prevention, support for survivors/victims, responding to disclosures and procedures for reports and complaints. You can also contact the Sexual Assault Resource Centre for more information and support at concordia.ca/students/sexual-assault, or by email at sarc@concordia.ca, or by phone: 514-848-2424 x 3353

STUDENT SERVICES

Access Centre for Students with Disabilities	concordia.ca/students/accessibility
Student Success Centre	concordia.ca/students/success
AHSC Academic Advisor	alison.piela@concordia.ca
Counselling and Psychological Services	concordia.ca/students/counselling-life-skills
Concordia Library Citation and Style Guides	https://library.concordia.ca/help/citing
Loyola Landing (one-stop student services)	https://www.concordia.ca/students/services/loyola.html
Health Services	concordia.ca/students/health
Financial Aid and Awards	concordia.ca/offices/faao
Academic Integrity	concordia.ca/students/academic-integrity
Dean of Students Office	concordia.ca/offices/dean-students
International Students Office	concordia.ca/students/international
Student Hub	concordia.ca/students
Sexual Assault Resource Centre	concordia.ca/students/sexual-assault
HOJO: Off Campus Housing and Job Bank	csu.qc.ca/services/housing-and-job-bank-hojo/
CSU Advocacy Centre	csu.qc.ca/services/advocacy-centre/
Aboriginal Student Resource Centre	concordia.ca/students/aboriginal

ASSIGNMENT DESCRIPTIONS

ASSIGNMENT #1: Course Outline Multiple Choice Quiz

DUE: September 24, 2026

Value = 5%

To be sure each student is familiar with the structure, format and expectations in the course, individually, students will complete a short 25-item multiple choice quiz available in the assessments section of your eConcordia course.

ASSIGNMENT #2: Defining Child & Youth Care Work

DUE: October 5, 2026

Value = 30%

Stuart and Fryer (2024) suggest that "as you begin a career in child and youth care you need ways to describe what you do and to help others to understand your work and the value of working with young people and their families" (p. 4). In Chapters 1 and 2, Stuart and Fryer help us understand the development of child and youth care work as a professional field over time, and Mann-Feder 's (2024; 2019) articles provide insights into the scope of child and youth care work within a Quebec context. These sources, as well as others you explore in child and youth care/youth work professional and scholarly literature, will be useful for completing this assignment.

This individual 7-page (maximum including title page and reference page) written assignment is comprised of three parts: **1)** reviewing the required readings and searching the scholarly (academic journals) and grey literature (e.g., websites, professional journals, magazines such as CYC Online Magazine) to craft a well-constructed and well-supported definition of child and youth care work, **2)** distinguishing child and youth care work from other helping professions (e.g., psychologists, psychotherapists, and social workers, and 3) a personal reflection on any discoveries or challenges encountered as you completed this assignment.

Students must draw upon a minimum of 8 individual references (the textbook counts as 1 reference). Attend the Assignment #2 Zoom meeting on September 14, 2026 between 1pm – 2pm. During this meeting, more information will be shared about the assignment expectations. If you are unable to attend at this time, review the recording available on eConcordia.

Upload your assignment in Microsoft Word format to the Assignment 2 Defining Child & Youth Care Work Submission component on eConcordia by October 5, 2026. Please be sure to label your file clearly (e.g., LASTNAME_AHSC322).

GRADING RUBRIC

Assignment #2: Defining Child & Youth Care Work (30%)

	Exceeds Expectations A-range	Meets Expectations B-range	Approaching Expectations C-range	Below Expectations D-range
Definition of Child & Youth Care Work Reflection Questions 10 marks	Develops a sophisticated, well-integrated, and evidence-informed definition of child and youth care work that reflects a comprehensive understanding of the profession. Effectively synthesizes required readings and a broad range of high-quality scholarly and grey literature. Demonstrates critical analysis and insight into the scope of practice.	Develops a clear and accurate definition of child and youth care work supported by required readings and appropriate scholarly and grey literature. Demonstrates a good understanding of the profession with some synthesis/analysis offered.	Develops an adequate definition of child and youth care work but relies more on description than analysis. Uses some appropriate sources but offers limited synthesis or depth of understanding.	Provides a limited, incomplete, or unclear definition of child and youth care work. Demonstrates minimal understanding of the profession and relies on a few, weak, or inappropriate sources with little evidence of analysis.
Distinguishing Child and Youth Care Work from Allied Helping Professionals 10 marks	Provides a thorough, nuanced, and well-supported comparison between child and. youth care work and other helping professions. Clearly articulates distinctive roles, values, approaches, and practice contexts using strong evidence from the literature. Demonstrates critical thinking and insight.	Provides a clear comparison between child and youth care work and other helping professions. Identifies key similarities and differences with appropriate support from the literature. Demonstrates good understanding with some critical analysis.	Provides a basic comparison with some accurate distinctions but lacks depth, clarity, and/or sufficient supporting evidence. Analysis is limited and primarily descriptive.	Provides minimal or inaccurate comparison between professions. Distinctions are unclear, unsupported, or demonstrate significant misconceptions. Limited evidence of understanding.

Personal Reflection 5 marks	Presents a thoughtful, insightful, and authentic reflection demonstrating meaningful self-awareness, critical thinking, and integration of course content. Clearly identifies discoveries, challenges, and implications for future professional identity and practice.	Presents a reflective discussion demonstrating good self-awareness and identities meaningful discoveries or challenges. Makes appropriate connections to course content and professional development.	Presents a basic reflection with limited depth or self-analysis. Connections to course content or professional identity are present, but underdeveloped.	Reflection is superficial, incomplete, or largely descriptive. Demonstrates little self-analysis or connection to course content or future professional development.
Written Presentation and Format 5 marks	Writing is exceptionally well organized, coherent, and professional. Ideas flow logically with effective transitions. Demonstrates excellent grammar, spelling, APA format, and academic writing style. Integrates and cites references accurately and consistently.	Writing is well organized and generally clear. Minor issues with organization, grammar, APA formatting, or citation do not detract from readability and flow. Sources are appropriately integrated.	Writing is adequately organized but may contain inconsistencies in clarity, organization, grammar, or APA formatting. Source integration is uneven or occasionally inaccurate.	Writing lacks organization or clarity. Frequent errors in grammar, spelling, APA formatting, or citation interfere with communication. Limited or inappropriate use of supporting evidence.

ASSIGNMENT #3: Area of Practice Investigation

DUE: November 16, 2026

Value = 3%

During the course, you will have the opportunity to learn about the different areas of CYC practice such as school-based, residential, family support work, outreach work, addictions and mental health care, or child/youth protection through readings, videos, course lectures, and case examples.

This group assignment will provide you with an opportunity to further investigate an area of practice you are interested in, and develop your understanding of the various roles and locations CYC professionals are involved in.

Students will be randomly assigned into groups of 3-4 students. Please note that AHSC 322 students should only work with AHSC 322 students, and AHSC 522 students should only work with AHSC 522 students. Each group will be provided with a job description/posting within an area of CYC practice (e.g., residential care, community/outreach, youth protection, mental health, hospitals, schools, etc.).

Based on the information available in the posting/job description, course content, required readings and further review of CYC literature, each group will craft a 4-5-minute video describing the area of CYC practice (e.g., residential care, outpatient mental health, schools, hospitals, youth protection, etc.), the nature of the position (e.g., role, team, supervision structure, organization's mission and values, etc.), the population served (e.g., age range, experience of marginalization, potential challenges and opportunities, etc.), the duties required (e.g., tasks, responsibilities, operational demands, etc.), and the intervention approaches used. Note: please do not simply list the responsibilities or tasks from the job posting itself. The aim of this assignment is to discuss and elaborate on responsibilities based on your focused reading on the specific area of practice, the population served, and role of a Youth Worker within that area of practice.

Your video must present a critique examining the advantages and disadvantages of the position and area of CYC practice. This critique must go beyond superficial details such as scheduling (e.g., shift work) or geographic location (e.g., relocating to a different city), and demonstrate a thorough understanding of the area of practice. That said, scheduling or location may be part of your analysis ***if it pertains*** to the Youth Worker's role, population served etc. For example, shift work is common within residential care, which would afford you the opportunity to readily engage in life space interventions, or within rural locations, it may be difficult to refer youth to other formal service providers, which would mean a Youth Worker would have a greater breadth of responsibilities. This assignment is an opportunity for students

to demonstrate their integration and application of course learnings (e.g., defining child and youth care work, areas of practice, Youth Work principles).

Your video must be no more than 5-minutes in length, introduce all group members, utilize slides and visuals to depict the information presented, include references in proper APA 7th edition format, and all members of the group must participate.

Attend the Assignment #3 Zoom meeting on October 5, 2026 between 1pm – 2pm. During this meeting, more information will be shared about the assignment expectations. If you are unable to attend at this time, review the recording available on eConcordia.

Be sure to incorporate a minimum of 6 readings into your discussion from the required readings (including the textbook as one reference) and additional articles relevant to the specific area of Child and Youth Care practice. Course lessons are not appropriate references. While Child and Youth Care literature is preferable, drawing upon references from other disciplines is appropriate if relevant (e.g., drawing on relevant literature to describe the population served). Upload your video to the Assignment 3: Area of Practice Investigation submission component on eConcordia by November 16, 2026. Please be sure to label your file clearly (e.g., GROUP#_AHSC322).

GRADING RUBRIC

Assignment #3: Area of Practice Investigation (30%)

	Exceeds Expectations A-range	Meets Expectations B-range	Approaching Expectations C-range	Below Expectations D-range
Demonstrated knowledge and understanding of the area of child and youth care practice 8 marks	The chosen position meets the criteria outlined in the assignment description including specifically requiring child and youth care/youth work qualifications.	The chosen position meets the criteria outlined in the assignment description including requiring child and youth care/youth work, or "related" qualifications.	The chosen position is somewhat related to the field of child and youth care/youth work, yet does not specifically require child and youth care/youth work qualifications.	The chosen position is not related to the field of child and youth care or youth work.
Critical analysis and application of Youth Work principles 7 marks	Presents a thoughtful, well-supported, and insightful critique of the advantages and challenges of the position and practice setting. Demonstrates excellent integration and application of Child and Youth Care principles, theory, and professional literature. Analysis reflects critical thinking and considers the implications for practice, youth, families, and service delivery.	Presents a clear critique of the position and practice setting supported by relevant literature. Demonstrates good application of Child and Youth Care principles and thoughtful analysis, although some ideas could be developed further.	Presents a basic critique with some discussion of strengths and challenges. Analysis is largely descriptive with limited integration of Child and Youth Care principles or supporting literature.	Provides minimal or superficial critique. Discussion focuses primarily on obvious or logistical issues with little evidence of critical thinking, application of course concepts, or supporting evidence.
Use of Evidence and Scholarly	Effectively synthesizes six or	Uses the required number of appropriate sources and integrates	Uses fewer than the recommended	Uses insufficient, inappropriate, or poorly integrated

Support 7 marks	more high-quality sources, including required readings and the course textbook. Sources are integrated seamlessly to support key points rather than simply cited. Demonstrates strong engagement with Child and Youth Care literature and accurate APA 7th edition formatting throughout.	them effectively into the presentation. Literature generally supports the discussion, with only minor APA or citation errors.	number or range of sources, or relies heavily on description rather than synthesis. Integration of literature is uneven and APA formatting contains several errors.	sources. Little evidence of scholarly support or numerous APA formatting errors.
Video Presentation, Organization, and Professionalism 8 marks	Video is exceptionally well organized, engaging, and professional. Content is presented clearly within the time limit using effective visuals and presentation techniques. All group members contribute meaningfully and demonstrate preparedness. Slides/visuals enhance understanding, and communication is polished and confident.	Video is well organized and clearly presented. Visuals support the presentation and all group members participate. Minor issues with pacing, organization, or delivery do not detract from the overall effectiveness.	Video is adequately organized but lacks polish or consistency. Visuals or presentation style provide limited support. Participation among group members may be uneven or presentation slightly exceeds or falls short of expectations.	Video is poorly organized, difficult to follow, or lacks professionalism. Visuals are limited or ineffective, participation is uneven, or assignment requirements (e.g., time limit, introductions, visuals) are not met.

ASSIGNMENT #4: Case Study: Applying Principles to Practice

DUE: December 9, 2026

Value = 35%

In this individual assignment, each student will have an opportunity to apply their learning to a practice scenario and justify their approach.

To begin, attend the Assignment #4 Zoom meeting on November 16, 2026 between 1pm – 2pm. During this meeting, more information will be shared about the assignment expectations. If you are unable to attend at this time, review the recording available in the Zoom Recordings section of your eConcordia course.

Next, review the interactive case scenario of Sasha which you will find in the assessments section of your eConcordia course. The case scenario will be only be accessible as of November 16, 2026. Embedded within the case scenario are opportunities to pause and initiate decisions and interventions, and write a reflection on these decisions in real time as the scenario unfolds. Keep in mind, there are no right or wrong decisions! Rather, there are opportunities for you put yourself in the role of a Youth Worker and respond based on the information you have available to you and understanding of course content. Upon completion of the scenario, you will be able to save a file with your reflections and responses. Your saved recorded decisions and reflections are fundamental to completing this assignment. Note: It is advisable to record your responses in a separate document as you complete the case scenario to be sure you have a complete record of your decisions and rationale.

Next, write a well-referenced 8-page academic paper (not including title page or references) that critically analyzes each of your decisions with respect to the 5 Youth Work principles (i.e., collaborative relationships, ethics and reflexivity, rights-based approach, developmental perspective, eco-systemic approach) and course content. Your analysis must pay particular attention to any assumptions you held, your underlying concerns, your responses to the reflection questions, and the consequences or outcomes of your decisions and interventions. Further, in your analysis, justify your decisions and identify any recommendations for future actions and interventions based on the Youth Work principles and course content.

Your paper can reference portions of the scenario, but do not provide an overview of the scenario itself. Your analysis must clearly integrate the Youth Work principles, relevant Youth Work/Child and Youth Care literature, and course content, and is not to be based solely on your opinion.

In addition to referencing the required textbook, be sure to incorporate a minimum of 8 readings into your analysis preferably from Child and Youth Care/Youth Work literature. The paper must be typewritten and double-spaced in APA 7th edition format and must be your own work (see Gen AI Statement). Submit your assignment in Microsoft Word format in the Assignment 4 submission component on eConcrdia by December 9, 2026. Please be sure to label your file clearly (e.g., LASTNAME_AHSC322).

GRADING RUBRIC Assignment #4: Case Study (35%)			
	Exceeds Expectations A-range	Meets Expectations B-range	Approaching Expectations C-range
Written Presentation and Format 10 marks	Work is exceptionally and concisely written and presented in proficient APA 7th ed. formatting with no errors. Ideas are organized logically and coherently.	Ideas are presented in a unified and coherent manner. Clear organization and sentence structure. Presence of a few grammatical errors is not distracting. No more than 2 APA formatting errors.	Ideas are organized, yet not necessarily connected. Sentence structure is adequate in conveying basic meaning. Grammatical and citation errors cause noticeable distraction.
Integration of Course Content and Readings to Justify Decisions 15 marks	An in-depth analysis of the decisions taken throughout the case scenario in relation to course content and 6+ references that justify decision-making. Demonstrates thorough knowledge and critical understanding of Youth Work principles, practice within school settings, and interventions covered in the course.	An analysis of the decisions taken throughout the scenario in relation to course content and further reading (6 references). Rationale provided is connected to Youth Work principles, practice, and interventions covered in the course.	An attempt to analyze the decisions taken during the scenario in relation to course content and interview, while incorporating less than 6 references. Limited justification for decisions, and surface-level understanding demonstrated of the area of practice, Youth Work role, and/or population served.
Reflective Analysis 10 marks	Demonstrated thorough reflective engagement with the case scenario including interrogating own biases, positionality, assumptions, etc. in decision-making. Examines the learning process and identifies new learning as a result of	Reflective analysis includes questions about one's positionality, bias', and assumptions in decision-making. Student applies learning to personal context and broader Youth Work	Analysis offers some critique, but fails to demonstrate new insights, awareness, or links to Youth Work profession/practice.

	reflection.	profession/practice.	

COURSE SCHEDULE

*(schedule is subject to change with notice)

Lesson	TOPIC	REQUIRED READINGS
1	**September 8 – 13, 2026**	
	What is 'child and youth care work'?	Stuart & Fryer – Chapter 1 "Defining Moments" Mann-Feder, V. (2019). Child and youth care in Quebec. In K. Gharabaghi & G. Charles (Eds.), *Child and youth care across sectors, Volume 1* (pp. 209-225). Canadian Scholars. Mann-Feder, V. R. (2024). Child and youth care in Quebec: An update. *Relational Child & Youth Care Practice, 37*(1), 17-25. Cooper, T. (2018). Defining youth work: exploring the boundaries, continuity and diversity of youth work practice. In P. Alldred, F. Cullen, K. Edwards, & D. Fusco (Eds.) *The SAGE handbook of youth work practice* (pp. 3-17). SAGE Publications Ltd, https://doi.org/10.4135/9781526416438
2	**September 14 – 20, 2026**	
	ZOOM MEETING: Review Assignment #2 Expectations September 14, 2026 @ 1pm	
	Theoretical Influences on Child and Youth Care	Stuart & Fryer – Chapter 3 "The Learning Journey: Stages of Professional Development and Transformative Learning" Stuart & Fryer – Chapter 5 "The Self" (pp. 110-114 only)
3	**September 21 – 27, 2026**	
	ASSIGNMENT #1: Course Outline Multiple Choice Quiz complete by September 24, 2026	
	Youth Work Principles and the Principle of Collaborative Relationships	Stuart & Fryer – Chapter 8 "Relationships" Ranahan, P., Blanchet-Cohen, N., & Mann-Feder, V. (2015). Moving towards an integrated approach to youth work education. *International Journal of Child, Youth and Family Studies, 6*(4), 516-538. doi: 10.18357/ijcyfs.64201514286

4	**September 28 – October 4, 2026**	
	Youth Work Principle: Ethics and Reflexivity	Stuart & Fryer – Chapter 5 "The Self" (pp. 114-125) Stuart & Fryer – Chapter 6 "Professionalism and Professional Caring in the Socio-Political Context" Stuart & Fryer – Appendix B "Standards for Practice of North American Child and Youth Care Professionals"
5	**October 6 – 9, 2026**	
	ASSIGNMENT #2: Defining Child & Youth Care Work submit by October 5, 2026	
	ZOOM MEETING: Review Assignment #3 Expectations October 5, 2026 @ 1pm	
	Youth Work Principle: Rights-Based Approach	Stuart & Fryer – Chapter 11 "Diversity and Social Justice" Corney, T., Cooper, T., Shier, H., & Williamson, H. (2022). Youth participation: Adultism, human rights and professional youth work. *Children & Society, 36*(4), 677-690. https://doi.org/10.1111/chso.12526 McDaniel, M. (2017). Social justice youth work: Actualizing youth rights. *Journal of Youth Development, 12*(1), 136–148. https://doi.org/10.5195/jyd.2017.488
READING WEEK OCTOBER 10 – 18, 2026		
6	**October 19 – 25, 2026**	
	Youth Work Principle: Developmental Perspective	Stuart & Fryer – Chapter 9 "Critically Applied Human Development"
7	**October 26 – November 1, 2026**	
	Youth Work Principle: Eco-systemic Approach	Stuart & Fryer – Chapter 10 "The Systems Context"
8	**November 2 – 8, 2026**	
	Child and Youth Care Practice Settings Part I: Institutional Settings	Stuart & Fryer – Chapter 4 "Understanding the Milieu" Stuart & Fryer - Appendix A "The Scope of Child and Youth Care Practice"

9	**November 9 – 15, 2026**	
	Child and Youth Care Practice Settings Part II: Community-based Settings	de St Croix, T., & Doherty, L. (2023). 'It's a great place to find where you belong': Creating, curating and valuing place and space in open youth work. *Children's Geographies, 21*(6), 1029-1043. https://doi.org/10.1080/14733285.2023.2171770 Gharabaghi, K. (2009). The community context of child and youth care practice. *Child & Youth Services, 30*(3-4), 257-277. https://doi.org/10.1080/01459350903107392
10	**November 16 – 22, 2026**	
	ASSIGNMENT #3: Area of Practice Investigation submit by November 16, 2026	
	ZOOM MEETING: Review Assignment #4 Expectations November 16, 2026 @ 1pm	
	Introduction to Youth Work Interventions	Stuart & Fryer – Chapter 7 "Communication" Garfat, T., Freeman, J., Gharabaghi, K., & Fulcher, L. (2018, October). Characteristics of a relational child and youth care approach revisited. *CYC-Online Magazine*, 236. https://cyc-net.org/pdf/Characteristics%20of%20a%20Relational%20CYC%20Approach%20Revisited.pdf
11	**November 23 – 29, 2026**	
	Youth Work Interventions: Life space Interviewing	Stuart & Fryer – Chapter 12 "Approaches to Intervention"
12	**November 30 – December 7, 2026**	
	Critical Issues for Child and Youth Care	Gharabaghi, K. (2023, July). The human resource dilemma in residential child and youth care practice. *CYC Online Magazine*, 293. Retrieved from https://cyc-net.org/cyc-online/cyconline-jul2023-gharabaghi.html White, J. (2015). An ethos for the times: Difference, imagination, and the unknown future in child and youth care. *International Journal of Child, Youth and Family Studies, 6*(4). doi:10.18357/ijcyfs.64201514285
ASSIGNMENT #4: Case Study submit by December 9, 2026		