

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**CICE COURSE OUTLINE**

**COURSE TITLE:** Youth in Conflict With the Law

**CODE NO. :** CYW232 **SEMESTER:** Winter  
**MODIFIED CODE:** CYW0232

**PROGRAM:** Child and Youth Worker

**AUTHOR:** Donna Mansfield, CCW, (CYC Cert), BSW, RSW  
**MODIFIED BY:** Sherry Benford, Learning Specialist CICE Program

**DATE:** Jan. 2010 **PREVIOUS OUTLINE DATED:** Jan. 2009

**APPROVED:** "Angelique Lemay" Feb. 2010

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	<b>CHAIR, COMMUNITY SERVICES</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	None	
<b>HOURS/WEEK:</b>	3	

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*For additional information, please contact Angelique Lemay,*  
*Chair, School of Community Services*  
*(705) 759-2554, Ext. 2737*

**I. COURSE DESCRIPTION:**

This course will provide students with a practical orientation to the Youth Criminal Justice Act. This will include a review of origins and philosophical principles, and how legislation is operationalized, with an emphasis on the local service delivery system. It will examine the role of the CYW in the prevention of youth crime as well as in intervention at the community level, in custody settings and elsewhere in the criminal justice system. It will focus particularly on treatment of youth in conflict with the law, including both general and specific programming techniques. The course can be viewed as a consolidation of related course content leading to refinement of skills applicable to youth criminal justice. The format will include a combination of lectures, guest speakers, audiovisual presentations and class discussion.

**II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

Upon successful completion of this course, with the assistance of a Learning Specialist, the C.I.C.E student will demonstrate the basic ability to:

1. Collect, analyze and organize relevant and necessary information from a variety of sources pertaining to youth criminal justice in Canada.

**Potential Elements of Performance**

- Identify the nature of the information required
- investigate sources of information (including legislative documents, journals, texts and Internet)
- gather information from the most appropriate sources
- examine the information and select what is most relevant, important and useful to a CYW working with youth in conflict with the law, those at risk of offending and/or their families.
- Interact with others in groups or multi-disciplinary teams in ways that contribute to effective working relationships and meet the needs of clients within the context of their current environments, including educational, familial, community and/or custodial settings.
- Utilize theoretical concepts in planning, implementing and evaluating activities and programs which respect culture and which promote overall well-being and facilitate positive change for youth in conflict with the law, those at risk of offending and/or their families.

**Potential Elements of the Performance**

- assess, in collaboration with relevant others, the cultural, developmental and social needs of individuals and groups in the context of their current environments, including educational, familial, community and/or custodial settings

- plan and implement selected strategies to meet client needs within the context of their current environments.
  - evaluate the results of implemented strategies and make necessary adaptations which facilitate positive change.
  - utilize therapeutic activities to maximize learning and growth for youth in conflict with the law, those at risk of offending and/or their families.
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2. Interact with groups or multi-disciplinary teams in ways that contribute to effective working relationships and meet the needs of clients within the context of their current environments, including educational, familial, community and/or custodial settings.

#### **Potential Elements of the Performance**

- identify the tasks to be completed
  - establish strategies to accomplish the tasks
  - identify roles for members of the team/group
  - clarify one's own roles and fulfill them in a timely fashion
  - treat other members of the group equitably and fairly
  - contribute one's ideas, opinions and information while demonstrating respect for the contributions of others
  - employ techniques intended to bring about the resolution of any conflicts
  - regularly assess the group's progress and interactions and make adjustments when necessary.
3. Communicate clearly, concisely and correctly in the written, verbal and visual form that fulfills the purpose and meets the needs of the audience.

#### **Potential Elements of the Performance**

- plan and organize communications according to the purpose and audiences
- choose the format appropriate to the purpose (logs, memos, reports, face-to-face meetings, etc.)
- incorporate the content that is meaningful and necessary
- produce material that conforms to the conventions of the chosen format
- use language and style suited to the audience and purpose
- ensure that the materials are free from mechanical errors

### **III. TOPICS:**

- 1) Review of legislation (YCJA, CFSA)
- 2) Review of local service delivery system
- 3) Profiling youth in conflict with the law: Myths and Facts
- 4) Teaching Prosocial Competencies (interpersonal skills, anger management, moral reasoning training, empathy training, etc.)

- 5) Practical Application of Case Management Techniques
- 6) Social Issues which impact directly on the youth criminal justice system
- 7) Appropriate Application of Confrontation Skills
- 8) The Role of the CYW in correctional settings

#### **IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Information will also be drawn from a number of local, provincial and federal sources, including Dept of Justice Canada website ([www.justice.gc.ca](http://www.justice.gc.ca) and following links to "YCJA Explained") and the Ministry of Children and Youth Services website ([www.children.gov.on.ca](http://www.children.gov.on.ca) and following links to "Youth Justice Services")

#### **V. COURSE REQUIREMENTS:**

- 1) In groups of 2 or 3, students will lead a 30-minute session on a topic relevant to youth in conflict with the law (or youth at risk) i.e. anger management, stress management, problem-solving skills, interpersonal skills training, parenting skills, safe sex etc. Each session will be conducted with 8 to 10 "clients" drawn from the classroom and will be evaluated by the instructor and the remainder of the class in accordance with an evaluation sheet to be provided.

Sessions must be written up including the following: clear objectives, an agenda and a full description of the various activities/exercises to be included (one write-up per group). Each session must include instructions, warm-ups, information sharing (theory), experiential learning activities and a conclusion. The expectation is that all members of the group will participate.

#### **Dates will be assigned in class.**

- 2) Mid-term and Final Test
- 3) Each student will work independently to complete a case study. Details will be provided in class. Modifications will be discussed as the assignment progresses.

**Due:** \_\_\_\_\_

- 4) Active participation and regular attendance.

**VI. EVALUATION PROCESS/GRADING SYSTEM:**

1) Attendance and Participation	20%
2) In-class Session (20%) and write-up (10%)	30%
3) Mid-term and Final Tests @ 15% each	30%
4) Case Study	20%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**VI. SPECIAL NOTES:****Course Outline Amendments:**

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.