



**I. COURSE DESCRIPTION:**

This course is a co-requisite to Community Practicum I. Its focus is on professional skill development, with a particular emphasis on relational practice, communication, identification of goals, and developing and implementing strategies that promote positive behavioural outcomes for children and youth. There is additional emphasis on self-reflection, self-care and responsiveness to feedback as tools for enhancing one's own professional competence. Reference is made throughout to material drawn from other Child and Youth Care courses.

The fieldwork and seminar format enables students to gain confidence in their abilities, become aware of their motivations and share their problems, anxieties, and feelings in a supportive, collaborative learning environment. This class also assists with understanding the broader social context of children's lives (i.e. school, family and community).

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

Upon successful completion of this co-requisite Seminar course, the student will demonstrate the ability to:

professionally reflect upon, explain, and perform, the following field related tasks:

**1. Communicate and reflect upon the experience of developing and maintaining positive relationships with children and youth****Potential Elements of the Performance:**

- Describe engagement strategies for promoting positive relationships, understanding and trust with children and youth
- Discuss the application of consideration, safety, trust, presence and empathy
- Explain the meaning and purpose of professional boundaries with children and youth
- Discuss responses to diverse needs and complex circumstances of contemporary families
- Describe strategies for promoting the development of decision-making and independence
- Interact in a professional manner as guided by the professional code of ethics, current legislation affecting services, and organizational policies and procedures
- Evaluate interactions and progress with children and youth on an ongoing basis, making adaptations where necessary

- Maintain the privacy and confidentiality of child, youth and family information in accordance with all legislative requirements, CYC program policies and agency policies

2. **Plan, implement and evaluate interventions to enhance development in children and youth**

Potential Elements of the Performance:

- Plan, implement and adapt activities consistent with the interests, developmental level and cultural practices of children and youth.
- Collaborate in the development of realistic goals with, and for, children and youth

3. **Apply communication, teamwork and organizational skills within the inter-professional team**

Potential Elements of the Performance:

- Explain how positive relationships can be established and maintained within a team environment
- Describe roles and responsibilities of all members of a team providing service to children, youth and their families
- Discuss and provide examples of appropriate boundaries with professional colleagues
- Develop and apply organizational and time management skills
- Plan and implement, clear, concise written, oral and electronic communications as assigned (i.e., completing written reports, preparing presentations, completing electronic forms, etc.)
- Comply with documentation and reporting requirements including those related to *the Child and Family Services Act, 1990*, youth justice requirements and other applicable legislation
- Evaluate the results of communication and adapt communication as necessary to promote understanding
- Provide information and explain ideas in ways that are understandable for and respectful of diverse individuals and groups

4. **Develop and implement self-care strategies and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner**

Potential Elements of the Performance:

- Assess professional skills, knowledge and personal well-being in an on-going manner and reflect on the impact of these factors on one's

own practice

- Use reflective tools to learn from and gain insight from interaction with children, youth, families and colleagues
- Examine the impact of self on others and ensure that interactions are consistent, constructive and positive
- Identify and consider how personal values, beliefs, opinions and one's own social location and experiences may impact interactions with children, youth, families and colleagues
- Value self-care practices and integrate mindfulness, self-regulation and managing emotions and stress into one's own practice
- Identify and use strategies to prevent and/or combat compassion fatigue, vicarious trauma, stress reactions and other occupational stressors associated with child and youth care practice.

5. **Use professional development resources and supervision models to support professional growth and lifelong learning**

Potential Elements of the Performance:

- Seek and use formal and informal supervision opportunities and ongoing feedback to enhance professional growth and competence
- Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and supervisor
- Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals
- Begin development of a professional identity as a child and youth care practitioner

**III. TOPICS:**

**Community practicum experiences will be communicated and processed, both on an individual basis and as part of a collaborative learning environment. Course topics will include the following:**

1. Relational and Reflective Practice: Applications and Skills
2. Professional Goal Setting
3. Planning, implementing and adapting activities consistent with the interests, developmental level and the cultural practices of children and youth

4. Professional Development and Self-Care Strategies
5. Professional Communication and Teamwork Skills

#### IV. COURSE REQUIREMENTS:

Preservation of confidentiality as per Child and Youth Care Policy

Demonstration of professional communication and interaction skills throughout the semester. This is essential to the collaborative and experiential nature of the course, and is best achieved through regular classroom attendance.

Professional-level participation in presentations, activities and discussions

Submission of a learning goals assignment that includes at least two professional goals for the student on placement. Format as per rubric on D2L

Planning, leading, and evaluating an activity in the placement classroom that could involve crafts, gym, or academics related to curriculum. This activity must be consistent with the interests, developmental level and cultural practices of the children and/or youth involved. A write-up is required. Format as per rubric on D2L

One oral incident report to be presented in class and discussed amongst the group. Format as per rubric on D2L

One written incident report to be submitted to the Dropbox on the assigned date (see assignment package on D2L) and prepared in accordance with the rubric on D2L

One written behavioural change plan. Format as per rubric on D2L

Written reflection of placement experience. Format as per rubric on D2L

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

Learning Goals Assignment	10%
Oral Incident Report	10%
Written Incident Report	10%
Activity with Evaluation Write Up (1)	20%
Behavioural Change Plan	20%
Written Placement Reflection	10%
Demonstration of Professional Communication and Interaction Skills	<u>20%</u>
Total	100%

The following semester grades will be assigned to students:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## **VI. SPECIAL NOTES:**

### 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.

All courses in the Child and Youth Care program follow the Fatal Error Policy, including APA standards for all assignments submitted. This policy will be discussed in class and posted on D2L.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on D2L and on the portal form part of this course outline.