



**I. COURSE DESCRIPTION:**

This course is a co-requisite to Community Practicum. Its focus is on professional skill development, with a particular emphasis on prevention and intervention strategies for youth-at-risk, and standards of professional conduct. Students will use self-reflection activities, self-care processes and responsiveness to feedback as tools for enhancing their own professional competence. Reference will be made to material drawn from other CYC courses.

The fieldwork and seminar format enables students to gain self-confidence in their abilities, become aware of their motivations and share their problems, anxieties and feelings. This class also assists the students with understanding the broader social context involved in an individual child's life (i.e. family, peers and community). The holistic approach is emphasized as students learn to become competent workers in this profession.

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

Upon successful completion of this course, the student will have demonstrated the ability to:

**Develop and maintain relationships with children, youth and their families applying principles of relational practice**Potential Elements of the Performance:

Discuss the use of communication skills and engagement strategies to promote positive relationships, understanding and trust with the children, youth and their families

Identify the principles of relational practice, including consideration, safety, trust, presence and empathy

Use strategies of relational practice to support changes for children's and youth interpersonal patterns using a strength-based focus within their day-to-day environment

Establish and adapt professional boundaries with children, youth and their families while accepting the diverse needs, composition and dynamics of contemporary families

Describe resiliency in children, youth and their families and the importance of promoting self-advocacy

Evaluate interactions and progress with children and youth on an ongoing basis, making adaptations where necessary

Interact in a professional manner as guided by the professional code of ethics, current legislation affecting services, and organizational policies and procedures

Maintain the privacy and confidentiality of child, youth and family information in accordance with all legislative requirements and agency policies\*

**Plan, implement and evaluate intervention using evidence-informed practices**

Potential Elements of the Performance:

Identify and discuss the theoretical/empirical basis for interventions

Select and apply evidence-informed interventions consistent with the assessed development level, identified strengths, needs and goals

Plan, and implement activities of daily living consistent with the interests, developmental level and the cultural practices of children and youth.

**Use evidence-based professional development resources and supervision models to support professional growth**

Potential Elements of the Performance:

Participate in ongoing formal and informal supervision and feedback to enhance professional growth and competence (e.g. weekly in-class peer supervision)

Assess 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

Identify and act in accordance with the CYC professional Codes of Ethics and professional Standards

Analyze and discuss current professional issues, informed consent, dual relationships, future trends and challenges in the field of child and youth care

**Apply communication, teamwork and organizational skills within the interpersonal team**

Potential Elements of the Performance:

Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism.

Develop and apply organizational and time management skills

Plan and implement clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language. (i.e. writing effective goal statements, completing written reports, preparing presentations, completing electronic forms etc.)

Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families (i.e. share observations, give feedback to fellow classmates/colleagues)

Protect and maintain confidentiality as governed by agency policy, legislation and professional codes of ethics.

Comply with documentation and reporting requirements including those related to the Child and Family Services Act, 1990, youth justice requirements and other applicable legislation

Establish and maintain appropriate boundaries with professional colleagues, children, youth and their families

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

Potential Elements of the Performance:

Use reflective tools to learn from and gain insight from interaction with children, youth, families and colleagues

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

Access and utilize appropriate resources and self-care strategies ( i.e., cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal growth and professional practice

**III. TOPICS:**

1. Professional Obligations (attached)
2. Application of field related skills, knowledge and attitudes to placement setting (i.e. knowledge of child and adolescent development, counselling skills, group dynamics, activity planning and oral and written recording techniques)
3. Professional standards, ethics, and practice
4. Establishment, attainment of, and evaluation of individual learning goals
5. The use of relational practices and milieu in child and youth care
6. Self-Care

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

Community Practicum Package provided by College  
Personal day timer or agenda or schedule book/organizer.

**V. COURSE REQUIREMENTS:**

1. Preservation of confidentiality as per CYC policy. Seminar discussions fall within the scope of the CYC confidentiality policy.
2. Students are requested to provide both a phone number and an email address in order to facilitate communication between faculty, placement supervisors and students.
3. Demonstration of professional communication and interaction skills:  
Throughout the semester, students will have opportunities to reflect upon, and answer questions about their ongoing placement experiences and offer their reflections and input regarding the placement experiences of others. They will demonstrate professional communication and interaction skills by collaborating effectively with peers in classroom exercises and activities, by showing support for others, sharing ideas and taking appropriate professional risks within the context of a learning environment. They will demonstrate their ability to respond to feedback in a professional manner. Simply "attending" will not fulfill the requirements of this component of the course requirements; however, regular attendance will provide the best opportunity for demonstration of these skills.

***Note: Failure to complete seminar assignments and/or community practicum hours can result in a repeat of both the Seminar and Community Practicum courses as they are co-requisite graduation requirements.***

4. Submission of learning goals assignment that includes at least two professional goals for the student on placement. Format as per rubric on D2L. **Must be signed by the agency placement supervisor.**
5. One incident report to be presented orally and submitted in writing. Format as per rubric on D2L. **Must be signed by the agency placement supervisor.**
6. One written case report to be submitted. Format as per rubric on D2L. **Must be signed by the agency placement supervisor.**
7. Planning, leading and evaluating an activity in the placement setting with specific therapeutic goals. Write-up is required. Format as per rubric on D2L. **Must be signed by the agency placement supervisor.**
8. A field placement review is to be completed. Format as per rubric on D2L.
9. **Test** – there will be one test, near the end of the semester, on some or all of the following topics: goal setting; self-care; therapeutic milieu; CYC Code of Ethics; ethical and professional issues such as boundaries, dual relationships, age-based laws, and informed consent, or others discussed in class and identified by the Professor as test material.

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

**Demonstration of Professional Communication and Interaction Skills 20%**

Students are required to demonstrate the professional communication and interaction skills expected of an entry level CYC. This is best achieved by regularly attending all scheduled classes and engaging actively in the experiential components of the course. Specific grading criteria will be provided and posted on D2L.

**ASSIGNMENTS 80%**

Students will engage in activities and discussions during regularly scheduled classes. Professional report writing and presentation of case related reports will make up the major portion of the work for this course. The format and assessment of the following assignments will be discussed in class and posted on D2L. The presentation and assignment schedules will be established in the first week of class. This deadline is fixed – failure to present during the time period assigned may result in a lost opportunity. Presentations may be switched with a fellow classmate with permission of the professor.

**NOTE:** All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic “0” for the assignment. Students are encouraged to communicate with their professor, **prior to the assignment due date**, if extenuating circumstances exist and request an extension. Granting extensions is up to the discretion of the professor.

All students **MUST** submit all papers and assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student’s responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

***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 (see <i>Policies &amp; Procedures Manual - Deferred Grades and Make-up</i> ). |
| NR | Grade not reported to Registrar's office.   |
| W  | Student has withdrawn from the course without academic penalty.   |

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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.

## VII. 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.