

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTEGRATED SEMINAR IV

Code No.: CCW 415

Program: CHILD & YOUTH WORKER

Semester: FIVE

Date: SEPTEMBER 1990 Previous Date: SEPTEMBER 1989

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APPROVED:

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DATE:

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Course Outline: CCW 415

Professor: Jeffrey Arbus, C.C.W., M.A.

NATURE OF COURSE

This course is designed as a co-requisite to Fieldwork IV. The purpose will be to give the student the opportunity to share experiences of a general nature, in order to expand each student's awareness of the various opportunities in the CYW field. Toward the end, students may be required to relate certain experiences from their placement. Issues of a more generalized nature (e.g. legislation, treatment methods, and particularly, crisis intervention) will be reviewed and discussed. In this respect, reference will be made to current placements, past placements, and field activities from outside of our locale. Reference is also made to material drawn from the other CYW courses, e.g. Psychology, Group Dynamics, Counselling, etc.

OBJECTIVES

In addition to the above-noted objectives, students will:

- a) share and compare the treatment philosophies of the agencies in which the students are placed,
- b) undertake a beginning study of life skills training, (Semester V)
- c) undertake a beginning study of crisis intervention, (Semester VI)
- d) further develop observation skills and communication skills, (oral and written)
- e) broaden their professional scope,
- f) further develop skill in teamwork and decision making,
- g) further develop and demonstrate: self-awareness, tolerance of others; willingness to understand other systems of service delivery.

LEARNING RESOURCES

In addition to the resources of the College, students will be required to obtain the following text (available in the college bookstore):

Dixon, S.L. (1987) Working With People in Crisis (2nd Ed.)
Toronto: Merrill

Schinke, S.P. and Gilchrist, L.D. (1984) Life Skills
Counselling with Adolescents. Austin, Texas: Pro-Ed

METHODOLOGY

This course will be facilitated by the instructor and will pursue the objectives noted above. Other objectives may be added as the need arises. There will be some lecture and considerable discussion, with a strong degree of input from the students.

The provisions of the "Child and Youth Worker Program Policies" will apply at all times in this course, especially with regard to confidentiality and reporting.

REQUIREMENTS

1. Preservation of confidentiality as per CYW policy on confidentiality.
2. Regular attendance at Integrated Seminar - 80% of classes per semester is minimum. The total grade will be reduced if attendance falls below 80%. The purpose of attendance is to ensure that presentations are done before a receptive, contributory audience, as well as to allow students to demonstrate their professional commitment. Graduate level participation is expected, and one cannot participate if absent! Allowance is made here for illness.
3. Participation in presentations and discussion at the graduate level. The instructor, with student input, will determine the grading for this section.

4. Punctual completion of various assignments and readings at graduate level. The instructor with student input, will determine the grading for this section. These may include reports on trends in the field, legislation changes, etc. Supplementary reading will be included here.
5. Completion of specific reports, at a graduate level. The instructor will determine the grading for this section. Specific reports include:
 - a) Journal summaries,
 - b) Incident Reports, and
 - c) Seminar Reports.

[Regarding (b) and (c), these are described in Appendix I of this course outline.]

GRADING

The final grade will be calculated according to the description of requirements. The outline below will indicate what the student must do to obtain a particular grade.

For an "A+" or "A":

(The difference will be mainly determined by the overall performance level and will be determined in consultation with the student.)

- a) outstanding performance of requirements #1 through #4 as noted above;
- plus** b) performance of Requirement #5 as noted above, and at the following level:
- three (3) oral presentations following the "Seminar Report" form in Appendix I; the first by December 6, 1990; the second by February 28, 1991; the third by April 18, 1991.
- Note: usually a maximum of three (3) oral reports per class. Orals must fulfil the requirements for public speaking which will be outlined by the instructor.
- plus** - two (2) written "Incident Reports" (see Appendix I);
- plus** - two (2) written "Seminar Reports";

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plus - two (2) journal summaries (written) on professional articles related to a certain client population. The first is due during the Fall Semester; the second by April 18, 1991. These must be at an A or A+ level. One of these must also be presented orally

plus - performance at an A+ or A level on the exams (one at the end of each semester).

For a "B":

a) satisfactory performance of requirements #1 through #4 as noted above;

plus b) performance of requirement #5 as noted above, and at the following level (with the same requirements as noted above);

- two (2) oral case presentations following the "Seminar Report" outline;

plus - two (2) written "Incident Reports";

plus - two (2) written "Seminar Reports";

plus - one (1) journal summary receiving a "B" grade; also presented orally

plus - performance at a "B" level on the exams.

For a "C":

a) performance of requirements #1 through #4 as noted above;

plus b) performance of Requirement #5 as noted above, and at the following level (with the same requirements as noted above):

- two (2) oral case presentations following the "Seminar Report" outline;

plus - one (1) written Incident Report;

plus - two (2) written Seminar Reports;

plus - one (1) journal summary receiving a C Grade;

plus - performance at a "C" level on the exams.

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The instructor has the prerogative of assigning a repeat presentation or rewrite if either is not performed at a suitable level - this will be explained in detail in the class, so that everyone is aware of expectations.

Students will receive consistent verbal feedback on their progress in this course.

Written seminar and incident reports may be handed in at any class prior to the final class, except where otherwise indicated in this outline.

Oral reports may be done any time provided a one-week notice is given to the instructor - to allow for preparation. Note the deadlines for oral presentations as stated above.

A student who does not complete all requirements for a certain grade will automatically be placed at the next lowest level. A student who does not complete at least the basic requirements for a "C" grade may be asked to continue work in this course, even though the student's placement may be completed.

This course continues for the duration of the semester during which the student's placement ended.

This outline may be amended, with notification to the students.

APPENDIX I - Specific Reports - Outline

A) INCIDENT REPORT

1. **Field Placement:**
2. **Child & Youth Worker Student**
3. **Case Name:** (Leave Blank)
4. **Date:**
5. **Description of Incident:** Describe fully a significant interaction or helping situation which occurred. (Pertinent details.)
6. **Background to Incident:** Describe the participants and specific events which led up to this situation.
7. **Disposition of Situation:** Describe the manner in which this situation was handled and why it was handled this way.
8. **Evaluation of Action Taken:** Describe what you learned from this situation (positive or negative), what you believe the client learned from the situation.
9. **Creative Evaluation:**
 - a) How would you handle the situation in the future, given the same set of circumstances and the same agency frame of reference? Why?
 - b) How would you like to handle that situation in the future if you had the chance to change the approach used and the agency frame of reference.

B) SEMINAR CASE REPORT

1. **Child and Youth Worker Student:**
2. **Date:**
3. **Problem Presented:** Outline the problem, giving pertinent background details - ie. a case outline, including references to: issues of development (psychology); family dynamics; treatment complication; etc. Summarize this section with a brief statement which defines the problem.
4. **Goals:** Briefly describe the goals (what you are attempting to accomplish) and show how they logically flow from the problem definition.
5. **Methods:** Outline the methods devised for achieving the goals under:
 - a) **Long Term Plan** - broad general statement on the method(s) of goal achievement.
 - b) **Short Term Plan** - describe the specific methods which represent the steps or progression towards the overall goal - spells out clearly what will be done and how it will contribute to attainment of the long term goal.
6. **Problems Interfering with Treatment:** Describe possible obstacles that exist in this situation, which might interfere with goal achievement.
7. **Creative Alternatives:**

What do you think would be an ideal:

- a) milieu?
- b) set of goals - long term?
- short term?
- c) treatment or educational approach or methodology

Why?

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
CHILD & YOUTH WORKER PROGRAM

**ADDITION TO C.Y.W. PROGRAM POLICIES
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Child and Youth Worker Course Outline:

I, _____, have read the C.Y.W.

Course Outline for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Dated: _____