

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTEGRATED SEMINAR 4

Code No.: CCW 415

Program: CHILD & YOUTH WORKER

Semester: FIVE

Date: SEPTEMBER 1992 Previous Date: SEPTEMBER 1991

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 School of Human Sciences
 and Teacher

DATE: June 24/92
 Education

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

NATURE OF COURSE

This course is designed as a co-requisite to Fieldwork IV. One 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 this end, students may be required to relate certain experiences from their placement. Issues of a more generalized nature (e.g. legislation, treatment methods, skills teaching and crisis intervention) will be reviewed and discussed. Reference will be made to current placements, past placements, and field activities from outside of our locale. Reference will also be made to material drawn from the other CYW courses, e.g. Psychology, Group Dynamics, Counselling, etc.

Specific subject areas for intensive introductory training include Life Skills, Counselling issues with gay/lesbian youth, and Crisis Intervention.

OBJECTIVES

To achieve the above goals, students will:

- a) describe and compare the treatment philosophies of the agencies in which the students are placed,
- b) complete a beginning study of life skills training, (8-10 weeks).
- c) complete a beginning study of counselling for gay and lesbian youth (8-10 weeks)
- d) complete a beginning study of crisis intervention, (12-14 weeks)
- e) further develop and demonstrate observation skills and communication skills, (oral and written)
- f) identify additional subjects of interest
- g) broaden their professional scope,
- h) further develop skill in teamwork and decision making,
- i) further develop and demonstrate: self-awareness, tolerance of others; willingness to understand other systems of service delivery.

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LEARNING RESOURCES

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

1. Dixon, S.L. (1987) Working With People in Crisis (2nd Ed.) Toronto: Merrill (Semester 6).
2. Schinke, S.P. and Gilchrist, L.D. (1984) Life Skills Counselling with Adolescents. Austin, Texas: Pro-Ed (Semester 5).
3. Schnieder, M. (1988). Often Invisible: Counselling Gay and Lesbian Youth. Toronto: Central Toronto Youth Services

METHODOLOGY

This course will be facilitated by the instructor and will pursue the objectives noted above. There will be some lecture and considerable discussion, with a strong degree of input and initiative 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 format.

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, contributing 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 and emergencies - the instructor reserves the right to ask for verification of absence in any case. Excessive illness will need medical attention and should be discussed with the instructor.
3. Participation in presentations and discussion at the graduate level. This is a professional responsibility and will be considered as a display of commitment. Failure to perform here will lead to grade demotion.

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4. Punctual completion of various assignments and readings at graduate level. The instructor 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. This is a student-directed responsibility. 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 how to earn your chosen grade:

1. For an "A+" or "A":

(The difference will be mainly determined by the overall performance level. Students who believe they have performed at the A+ level will have to present their case to the instructor.

- a) outstanding performance of requirements #1 through #4 as noted above (20% of final grade);
- plus b) performance of Requirement #5 as noted above, and at the following level (80% of final grade)

- three (3) oral presentations following the "Case Report" form in Appendix I; the first by November 26, 1992; the second by February 25, 1993; the third by April 15, 1993.

Note: usually a maximum of three (3) oral reports per class. Orals must follow principles for public speaking which will be described by the instructor.

NOTE: The deadlines are fixed - failure to present during the time period may result in a lost opportunity, unless the reason is substantial and justified.

- plus - two (2) written "Incident Reports" (see Appendix I);
- plus - two (2) written "Case 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 the end of the winter term. Well written reports will not have to be rewritten!

plus - performance at an A+ or A level on the exams (one at the end of each semester). Exams will be based on the textbooks only.

2. 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 "Case Report" outline;

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

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

plus - one (1) journal summary;

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

3. 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 "Case Report" outline;

plus - one (1) written Incident Report;

plus - two (2) written Case Reports;

plus - one (1) journal summary;

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

By the end of Fall Semester only one case report and one incident report are due - the balance by the end of the winter semester.

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.

Students must be successful in this course before proceeding to the second part, in Semester 6.

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

COLLEGE GRADING SYSTEM

A+ = 90-100%
A = 80- 89%
B = 70- 79%
C = 60- 69%
R = Repeat (Less than 60%)

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

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APPENDIX I - Specific Reports - Outline

A) INCIDENT REPORT

1. **Field Placement Agency:**
2. **Child & Youth Worker Student's Name:**
3. **Date:**
4. **Description of Incident:** Describe fully a significant interaction or helping situation which occurred. (Pertinent details.)
5. **Background to Incident:** Describe the participants and specific events which led up to this situation.
6. **Disposition of Situation:** Describe the manner in which this situation was handled and why it was handled this way.
7. **Evaluation of Action Taken:** Describe what you learned from this situation (positive or negative), what you believe the client learned from the situation.
8. **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.

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B) CASE REPORT

1. **Agency Name:**
2. **Child and Youth Worker Student Name:**
3. **Date:**
4. **Problem Presented:** * Note: The case may refer to an individual, a group or a special project. Students are advised to discuss this with the instructor.
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?

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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: _____

Date: _____