

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 1993 Previous Date: SEPT. 1992
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School of Human Sciences
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Date Jan 23/93



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

Prerequisite: Integrated Seminar 3 or permission of Professor

NATURE OF COURSE

This course is designed as a follow-up to Seminar 3, and 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 course goals, each student will:

- a) describe and compare the treatment philosophies of the agencies in which they 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) demonstrate observation skills and fluency in communication skills (oral and written)
- f) demonstrate skill in teamwork and decision making
- g) demonstrate: self-awareness, tolerance of others; willingness to learn about other systems of service delivery.
- h) apply previously-learned clinical skills to each of the three major areas of study as noted in # b, c, d above

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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. Greenstone, J. and Leviton, S. (1993) Elements of Crisis Intervention, Toronto: Brooks-Cole (Nelson)
2. Schinke, S.P. and Gilchrist, L.D. (1984) Life Skills Counselling with Adolescents. Austin, Texas: Pro-Ed
3. Schnieder, M. (1988). Often Invisible: Counselling Gay and Lesbian Youth. Toronto: Central Toronto Youth Services

METHODOLOGY

There will be some lecture and considerable discussion, with a strong degree of input and initiative from the students. Guest speakers, demonstrations, videos and role plays will all be featured.

* 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, role plays 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) Case 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)
 - two (2) oral presentations following the "Case Report" form in Appendix I; the first by December 16, 1993; the second by April 14, 1993.

NOTE: usually a maximum of three (3) oral reports per class. Orals must follow principles for public speaking - students are expected to be familiar with these, from previous classes (eg. L&C, previous Integrated Seminars).

NOTE: The deadlines are fixed - failure to present during the time period may result in a lost opportunity.

- plus** - four (4) written "Incident Reports" (see Appendix I); (two in fall semester, two in winter semester)

- plus** - two (2) written "Case Reports"; (1 in fall semester and 1 in winter semester - these must be typed.)

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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 professor 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 who request will receive verbal feedback on their progress in this course.

Well-written reports usually do not have to be rewritten. 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 Semester 5 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. One of the two required must be pertaining to client/group.

Outline the problem, giving pertinent background details – ie. a case outline, including references to: issues of development (psychology); family dynamics; treatment complication; etc. Use an "ecological" model. 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: _____