

I. COURSE DESCRIPTION:

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 Crisis Intervention and new approaches to youth work.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Communicate clearly, concisely and correctly in the written, spoken and visual format fulfills the purpose and meets the needs of audiences.

Potential Elements of the performance:

- a. plan and organize communications according to the purpose and audiences, by completing various written and oral reports as outlined herein;
 - b. produce material that conforms to the conventions of the chosen format
 - c. incorporate various presentation formats including written, oral, visual, computer-based
 - c. evaluate communications and adjust for any errors in content, structure, style and mechanics
2. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the performance:

- a. maintain professional boundaries with clients and colleagues;
- b. establish reasonable and realistic personal goals for oneself to enhance work performance;
- c. develop a personal self-care plan, and update it regularly
- d. access and utilize resources and self-care strategies to enhance personal growth
- e. act in accordance with ethical and professional standards;
- f. apply organizational and time-management skills
- g. evaluate own performance using College reporting formats and evaluations.

3. Promote overall well-being and facilitate positive change for children, youth and their families.

Potential Elements of the performance:

- a. complete introductory study of crisis intervention theory and techniques;
 - b. demonstrate entry-level proficiency in crisis intervention, through role play demonstrations
4. Develop skills in entrepreneurship and community development.

Potential Elements of the performance:

- a. complete one "project proposal for funding" which obtains approval of placement site supervisor and College CYW faculty
5. Identify and use professional development resources and activities which promote professional growth.

Potential Elements of the performance:

- a. determine current skills and knowledge
- b. identify learning goals to accomplish professional growth and skill development
- c. initiate and engage in professional development activities
- d. demonstrate skill in teamwork and decision making by actively contributing to class case discussions.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

In addition to the resources of the College, students will be required to obtain the following texts, available in the Campus Shop.

1. Greenstone, J. and Leviton, S. (1993) ***Elements of Crisis Intervention***, Toronto: Brooks-Cole (Nelson)
2. Baird, B.N. (1996) ***The Internship, Practicum and Field Placement Handbook***, Toronto: Prentice-Hall

IV. 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.

V. REQUIREMENTS:

1. Preservation of confidentiality as per CYW policy on confidentiality.
2. Regular attendance at Integrated Seminar - 90% of class hours per semester is minimum. The total grade will be reduced if attendance falls below 90%. 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. Grade reduction will correspond to the percentage of classes missed. If less than 60% of classes are attended, the student may be asked to repeat the course.
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.
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.
 - d) Role Play Presentation

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

VI EVALUATION PROCESS/GRADING SYSTEM:

GRADING

The final grade will be calculated according to the description of requirements. The outline below will indicate how to earn your chosen grade:

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| 1. | 1 case report (to be presented orally and submitted in written form) | 15% |
| 2. | 1 written incident report (not to be presented orally) | 10% |
| 3. | 1 oral incident report (no written report to be submitted) | 10% |
| 4. | 1 written journal summary | 10% |
| 5. | role play (presented in class, with script and write-up submitted) | 10% |
| 6. | written proposal | 15% |
| 7. | final exam | 10% |
| 8. | attendance and participation | 20% |

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VII. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

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.

B) CASE REPORT - MUST BE TYPED!

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

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. Use of a "model" may be helpful, as a context for the case, eg. Behavioral, ecological, psychodynamic, etc.

5. Goals: Briefly describe the goals (what you are attempting to accomplish) and how they logically flow from the problem definition. These must be stated as observable outcomes.
6. 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.
7. Problems Interfering with Treatment: Describe possible obstacles that exist in this situation, which might interfere with goal achievement.

8. 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: _____

Date: _____

SAULT COLLEGE

CHILD AND YOUTH WORKER PROGRAM

CCW 415 - INTEGRATED SEMINAR 4

ASSIGNMENT - PRESENTING A ROLE PLAY DEMONSTRATION

Students will work in "pairs" to complete this assignment.

For this assignment, the students are to select a crisis situation, develop a case scenario, present it in a role play, discuss with the class the disposition of the case and debrief the role play.

Students may research and use material from a variety of sources beyond the course texts. Students may create their own scenarios, or use those presented in books.

Role plays consist of a briefing, the role play and the debriefing including the class discussion and the re-orientation of the role players. Students leading this assignment may use volunteers from the class student group to assist as role players.

Students are advised to discuss, in advance, their plans for this assignment. Role playing and debriefing can be complicated - the professor is experienced in this area of learning and can provide the necessary guidance.

The scenario and the debriefing discussions are to be consistent with the material developed in the "crisis intervention" part of the course.

Students will be required to submit a brief typed summary of the case scenario and its disposition.

Both students must show equal input into this project. Both will receive the same grade unless substantial circumstances determine otherwise.