

I. COURSE DESCRIPTION:

This course is designed as a co-requisite to Fieldwork II. The focus will be on the articulation of prevention and intervention strategies utilized in the field and on the issues of youth at risk. The principles that will be learned will apply to both the behaviour of others and to one's own behavioural responses as a helping professional. Reference will be made to material drawn from other CYW 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, 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 demonstrate the ability to:

1. define behaviour and examine one's own behaviour as a professional.*Elements of the Performance:*

- i) clearly identify the differences between perception and behaviour
- ii) examine and evaluate one's own behaviour with regard to intervention strategies with clients
- iii) examine and evaluate one's own behaviour as a member of a working team at the placement site
- iv) identify learning objectives for one's professional development and the strategies to accomplish these
- v) incorporate feedback and suggestions made in the classroom, through supervision and in reports

2. utilize observation skills and communicate observations effectively in oral, written, and nonverbal forms.*Elements of the Performance:*

- i) apply the methodologies of observation pertinent to a practical setting
- ii) use language in both oral and written reports that is suitable to the profession
- iii) utilize basic human relations skills in sharing observations and in giving feedback to fellow classmates/colleagues

3. demonstrate and utilize self-awareness to enhance professional competence.

Elements of the Performance:

- i) evaluate one's own wellness from a holistic perspective as part of an ongoing strategy for professional success
- ii) review the results of one's actions and decisions
- iii) reflect and evaluate on strategies used in the setting
- iv) identify any errors and make corrections as required
- v) examine the impact of personal values and beliefs on actions and decisions
- vi) evaluate and act upon constructive feedback

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 and practice
4. Establishment, pursuit and evaluation of individual learning goals within a context of professional development, self-awareness and self-care
5. The holistic approach to understanding and working with clients

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Text: "Becoming a Helper." Corey and Corey. Brooks/Cole. 2003.

V. REQUIREMENTS:

1. Preservation of confidentiality as per CYW 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. Regular attendance at Integrated Seminar. This means 80% of classes per semester is required as a minimum attendance. The total grade will be reduced overall to reflect any discrepancies. **Failure to meet a minimally acceptable level of attendance can result in a repeat of this course as well as the corequisite of Fieldwork II.** 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. Allowance is made for exceptional illnesses and emergencies - the instructor reserves the right to ask for verification of absence in any case
4. Professional-level participation in presentations and discussions.
5. Learning goal assignment is due the second week of seminar. Using Becoming a Helper, Chapters 1 & 2, and reflecting on your previous placement supervision, identify at least two learning goals for yourself, with methods and evaluation clearly stated. (form will be handed out in class)
6. Students will be expected to lead a discussion of an assigned topic, according to criteria attached. This will be an individual assignment, approximately 20 to 30 minutes in length.
Due date _____
7. Two oral incident reports will be expected. Dates to be announced in class.
First oral due: _____
Second oral due: _____
8. One written incident reports will be expected - as per incident report guideline. **Incident Report needs to be signed by your supervisor in the field.** Date to be announced class. (Oral incident report may be used here.)
Due Date: _____
9. One treatment plan as per outline attached. Due Date: _____
10. One activity report on activities that have been initiated and carried out by the student. The report needs to describe the activity, the materials used, the therapeutic goal, the process (including any modifications and/or interventions necessary) as well as the evaluation of the activity. **Activity Report needs to be signed by your supervisor in the field.** Due date: _____
11. The field placement review is to be completed as per the attached format. The oral presentation schedule will be done in class. Due Date: _____

VI. EVALUATION PROCESS/GRADING SYSTEM:

Two Oral Incident Reports (2 x 10)	20%
One Written Incident Report	10%
Treatment Plan	10%
Activity Report	10%
Leading a Professional Discussion	15%
Field Placement review (written)	10%
Learning Goal assignment	5%
Attendance & Participation	<u>20%</u>
Total	100%

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 class, in order that everyone is aware of the expectations. If this cannot be done for any reason, the student's grade will reflect this. There will be a grading penalty for any late assignments, and in some circumstances the classroom schedule may not provide any opportunity to "catch up" a missed assignment, resulting in a zero grade for that particular portion of the course.

Evaluation of the final grade will be based not merely on quantity of work but on quality of work as well, for example, an "A" can be earned only if "A" reports are written. Participation in discussions is also a requirement. A+ can be earned with full participation in each class with reports typed, free of errors and on time. Examples of participation include shared insights, support and respectful comment.

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	
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.

VII. REPORTS and ASSIGNMENTS– FORMAT GUIDELINES:**A. INCIDENT REPORT**

Field Placement Setting: _____

Child and Youth Worker Student: _____

Date of Incident: _____

1. Description of Incident: Describe fully a significant interaction or helping situation that occurred on placement. The emphasis here is on your own involvement in the situation. (Pertinent details).
2. Background to Incident: Describe the participants and specific events that led up to this situation.
3. Disposition of Situation: Describe the manner in which this situation was handled and why it was handled this way. Again, the emphasis is on your own involvement.
4. Evaluation of Action Taken: Describe what you learned from this situation (positive or negative), and what you believe may have been learned by the other person (or people) involved in the situation.
5. Creative Evaluation:
 - a. How would you handle the situation in the future, given the same set of circumstances?
 - b. Explain your rationale.

B. TREATMENT PLAN

Field Placement Setting: _____

Child and Youth Worker Student: _____

1. Problem Presented: Outline the problem, giving pertinent background details.
2. Statement of Strengths and Needs. Identify in behavioural terms, two strengths and two needs the client has.
3. Goals: Briefly describe the goal (what you are attempting to accomplish) that logically flows from the problem definition.
4. Methods: Outline two methods devised for achieving the goal.
5. Problem Interfering with Treatment: Identify one barrier that exists in this situation which might interfere with goal achievement.
6. Creative Alternative: What do you think would be an ideal alternative to achieve problem resolution and explain rationale?

C. FIELD PLACEMENT REVIEW

The student will submit a written report on his/her placement. The paper should be thorough and developed along these guidelines:

1. General philosophy/ideology of the placement agency.
2. The target group/population served by the agency (age, sex, types of problems, groups they won't serve).
3. The goals and objectives for the clients in this agency.
4. The various methodologies used by the agency:
 - a) the stated methodologies
 - b) the methodologies actually employed
5. The program and administration staff structure of the agency. Show on a diagram the levels and types of staff. Indicate by arrows the system of reporting, responsibility, or accountability.
6. Place the student in your structure diagram.
7. Describe the functions, jobs, assignments, purposes and expectations of the student in this agency.
8. Assess and evaluate (7). How did the agency help you to fulfill your learning objectives? What did you learn about yourself, the client population and the field? How would you change/improve your placement experience?

D. ACTIVITY REPORTS

1. Description of Activity – be thorough and include target group
2. Materials Used
3. Therapeutic Goal(s) of Activity – physical, social, emotional, cognitive.
4. Implementation (including any necessary modifications and/or interventions required)
5. Evaluation of the activity (including any changes that you would make if you were to do the activity again)

E. DISCUSSION ASSIGNMENTTopics for Discussion

1. Use of Restraint(s): Policies and Practices
2. Use of Cameras and Video in Professional Settings
3. Outreach Programs for Hard to Reach Populations
4. Food Issues (power struggles, hoarding and wasting behaviours, bizarre eating habits, food as punishment/reward etc.)
5. Dealing with residential clients who self-mutilate
6. Kids Who Run Repeatedly from Care
7. Dealing with Highly Institutionalized Clients (issues of self-sabotage, dependence, program manipulation etc.)
8. Self disclosure issues
9. Issues of “touch” for kids in care
10. Youth in Care with Gender Identity Disorders/Cross Dressing Behaviours etc.
11. Kids with FAE and FAS: Management and Treatment Issues
12. Kids with Communicable Diseases (AIDS/hepatitis): Policies and Practices
13. Kids in Gangs: Issues for Residential Settings
14. Dealing with sexually abused kids in residential settings: Issues and Practice
15. Token Economies/Point Systems: Issues and Applications
16. Dealing with Profanity: Policies and Practices
17. Working with “Unliked” Clients
18. Games and Activities in Residential Settings
19. Drug Abusing Clients: Treatment Issues
20. Theft and Contraband in Group Home Settings

Assignment Guidelines (20 – 30 minutes)

Preparation for Discussion Assignment

1. After researching the topic from a variety of sources (journals, cyc-net, talking to working professionals – i.e. those in your placement agency, do NOT call a variety of community agencies for this assignment), prepare an overview to address of this issue. You may use a film clip, case-study, etc. to introduce your topic to the class.
2. Develop three or four discussion questions that will bring out additional aspects of the issue (these will be things like safety, confidentiality, conflicts of interest, values, professionalism etc.). The questions should encourage a variety of ideas and help illuminate the pros and cons of various approaches. The approaches should focus as well on the practical skills of a CYW.
3. Be prepared to summarize the pros and cons, any general consensus that might emerge and then conclude by expressing your own thoughts on the subject. The purpose of this assignment is not to prove any particular viewpoint but rather to explore the topic from a variety of perspectives.

Discussion Format

1. Begin by presenting your introduction and sufficient information in order to stimulate discussion. You may ask classmates to assist in this task if required.
2. Following your introductory activity, break the class into groups of 3 or 4 to work on the discussion questions you have prepared. Give them approximately 10 minutes to respond to these questions. Again, questions should be designed to generate a variety of ideas and issues for exploration. Practical strategies or interventions need to be included in the discussion – i.e. the role of the CYW in dealing with the issue
3. Take up the groups' responses using overheads or the blackboard to record key points. Summarize the pros/cons and any consensus that may have emerged and then make your own concluding statements on the subject.

VIII. PROFESSIONAL OBLIGATIONS:

1. To regard the welfare of the individuals, the groups, and the community you serve as your primary professional duty.
2. To hold yourself personally responsible for your professional conduct.
3. To be willing always to increase your professional competence and to willingly share your knowledge with others in your profession.
4. To strive to support the further development of your profession by participating to the best of your ability in related professional associations.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use care in expressing views on the findings, opinions, and professional conduct of colleagues, confining such comments to matters of fact and matters of his own knowledge.
7. To respect the privacy, dignity, and other rights of clients.
8. To use in a responsible manner information received in the course of professional relationships.

IX. 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 E1101 or call Extension 703 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.

X. 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.

XI. 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.

**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: _____

* To All Students:

In order to assist you in your attempt to complete your course requirements, any special needs accommodation that you may require should be identified to the instructor. Please identify your concern before the next class and submit a written verification within these first three weeks.