

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrated Seminar 4
CODE NO. : CCW415 **SEMESTER:** 5
PROGRAM: Child and Youth Worker
INSTRUCTOR: Sandy MacDonald, CYC (Cert), MA
DATE: Sept/04 **PREVIOUS OUTLINE DATED:** Sept/03
APPROVED:

	_____	_____
	DEAN	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	CCW241	
HOURS/WEEK:	15	

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For additional information, please contact the Dean
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course is designed as a follow-up to Seminar III, and as a co-requisite to Fieldwork IV. The focus will be on the articulation of the prevention and intervention strategies utilized in the field and on the issues of youth, their families and their communities. The principles that will be learned will apply to both the behaviour of others within their broad contexts and to one's own behavioural responses as a helping professional. Self-evaluation as part of ongoing professional commitment will be integral to this class. Various opportunities for the Child and Youth Worker will be explored as well.

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, Family Dynamics and Psychopathology etc.) as the holistic approach is emphasized.

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 form that 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
 - d. 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. using treatment principles, apply same to placement settings
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 that 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. LEARNING RESOURCES:

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

1. Corey, J. and Corey, M. *Becoming a Helper*, Toronto: Brooks-Cole (Nelson).

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 may 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 - 80% of class hours per semester is minimum. The total grade may be reduced if attendance falls below 80%. Graduate level participation is expected and one cannot participate if absent! Allowances will be made 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 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 may be included here.
5. Completion of specific reports, at a graduate level. This is a student-directed responsibility. Specific assignments include:
 - a) Goal Setting Assignment
 - b) Self-Care Plan
 - c) Incident Reports – written and oral
 - d) Proposal
 - e) Time Sheets to be submitted monthly with agency supervisor’s signature.

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

VI. GRADING:

1. The final grade will be calculated according to the fulfillment of these requirements.

a) Goal Setting Assignment – due second week of class	10%
b) Self-Care Plan – due last class of September	10%
c) Proposal – due second week of December	20%
d) Two Oral Incident Reports (10% x 2) – as per schedule	20%
e) Written Incident Report – due second week of October	10%
f) Written Incident Report – due third week of December	10%
g) Attendance	15%
h) Supportive Contribution to Class Discussion	5%

Total: 100%

NOTE: The presentation schedules will be established in the first week of class. This deadline is fixed – failure to present during the time period assigned may result in a lost opportunity. Presentations may be switched with a fellow classmate with permission of the instructor. The professor has the prerogative of assigning a repeat presentation or rewrite if either is not performed at a suitable level.

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

VII. COLLEGE GRADING SYSTEM:

The following semester grades will be assigned to students in post-secondary 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.

VIII. 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 professor 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 post-secondary 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.

IX. 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.

X. 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. Background to Incident: Describe the participants and specific events, which led up to this situation. Give sufficient background information to clearly illustrate the incident.
5. Description of Incident: Describe fully a significant interaction or helping situation, which occurred. (Mention pertinent details to clarify your role).
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), and what you believe the client learned from the situation. Is there any way you would handle this situation differently in the future? You may be creative regarding this approach.

B) SELF-CARE PLAN

This report should address at least three separate areas of personal development i.e. Physical, Cognitive, Affective/Emotional, and Spiritual In each area, describe your current behaviour. Next, describe your plan to care for yourself or modify your behaviour in that area. Use behavioural terminology where possible in order to better assess your self- care i.e. phrase your goals as concrete, measurable outcomes (Length - two to three typed pages.)

NOTE: All assignments will be graded for spelling and grammar.

C) PROPOSAL

1. Name of project and related issue.

This should be one to three sentences at most.

2. Name, address, and phone number of contact persons.

Identifying information of all relevant persons in the group.

3. Name of group or organization making proposal (if this differs from #2).

4. Rationale and Purpose Statement.

This would be a paragraph or two at most, outlining the current situation. Historical and/or developmental etc. background issues would be stated here to explain rationale. Purpose statements should be clear.

5. Goal (s) and Objective (s) of project.

These statements should be in behavioural terms in order that objectives are clear and concrete.

6. Target Group.

This statement would clearly outline group to be served – ages, numbers, etc.

7. Action Plan.

A step-by-step plan to outline how you propose to deliver the project. Use of “bullets” is suggested here. E.g. – advertise program with posters. Start and end dates should be included here, if applicable.

8. Evaluation of Project.

This can be one or two statements that demonstrate how you will assess your project.

9. Budget

(In this section all costs – even if the use of a room in a building – need to be included. Breakdown each item in a list – e.g. a), b) etc. with a total at the end.)

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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: _____