

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Integrated Seminar 4

CODE NO. : CCW 426-3 **SEMESTER:** 6

PROGRAM: Child and Youth Worker

AUTHOR: Sandy MacDonald, CCW, BA, MA (CYC Cert.)

DATE: Jan/05 **PREVIOUS OUTLINE DATED:** Jan/04

APPROVED:

	_____	_____
	DEAN	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	CCW415	
HOURS/WEEK:	15	

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

I. COURSE DESCRIPTION:

This course is designed as a follow-up to Seminar 415, and as a co-requisite to Fieldwork IV. Students will share experiences and ideas in order to expand each student's awareness of the challenges and opportunities found in various CYW settings. Issues of a more generalized nature (e.g. legislation, treatment methods, skills teaching and crisis intervention) will also 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 other CYW courses, e.g. Psychology, Group Dynamics, Counselling, etc.

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. Utilizing fieldwork experience, develop a case report in order to facilitate positive change with a client, group or program.
- b. Present incident reports in order to reflect on and learn from practical experiences.
- c. Develop and present a crisis intervention role play reflecting current theory and methodology.

4. 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:

No text required.

IV. METHODOLOGY:

There will be some lecture and considerable discussion, with a strong degree of input and initiative from the students. Guest speakers, demonstrations, and role-plays may 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 is vital. 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. 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 may be included here.

5. Completion of specific reports, at a graduate level.
 - a) Goal Setting Assignment
 - b) Self-Care Plan Update
 - c) Crisis Intervention Role Play
 - d) Oral Incident Report
 - e) Case Report – written and oral
 - f) Self-Evaluation Report
 - g) Time Sheets to be submitted monthly with agency supervisor’s signature

VI. GRADING:

1. The final grade will be calculated according to the description of requirements.
 - a) Goal Setting Assignment - due second week of class 10%
 - b) Self-Care Plan Update – due last class of January 10%
 - c) Crisis Intervention Role Play and Transcript 20%
 - d) One Oral Incident Report – as per established schedule 10%
 - e) One Written Case Report – as per established schedule 10%
 - Oral Presentation of Case Report – as per established schedule 10%
 - f) Self-Evaluation Report – as per established schedule 10%
 - g) Attendance and Participation 20%

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.

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

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 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.

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 and/or Grading Criteria

A) Goal Setting Assignment

Grading Criteria

Student: _____

LEVELS OF EFFORT AND/OR SKILL DEMONSTRATED IN EACH AREA:

Absent or Inadequate (0)

Minimal (1)

Expected Level of Effort/Skill (1.5)

Exceptional Skill Level (2)

Placement supervisor has been made aware of student goal(s) as evidenced by signature	0	-	-	2
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Goal statement(s) is/are clear and specific, and worded in behavioural (measurable) terms;	0	1	1.5	2
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The stated goal(s) is/are professionally challenging, realistic and relevant to the placement setting	0	1	1.5	2
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Methodology is clear and specific (i.e. activities, tasks and time frames specified for achievement of goals)	0	1	1.5	2
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Student identifies a clear method of evaluating success (i.e. how will student and supervisor know that goals have been achieved?)	0	1	1.5	2
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Grade out of **/10**

B) Self Care Plan Up-dates – Grading Criteria

Student: _____

Degree to which student demonstrates skill and competence in each of the following areas:

- Minimal Level of Skill and Competence (1)
- Expected Level of Skill and Competence (1.5)
- Exceptional Level of Skill and Competence (2)

Student addresses several domains of self-care (i.e. physical, social, emotional, spiritual, cognitive etc.)	0	1	1.5	2
Student demonstrates an appropriate level of self-reflection and self-awareness regarding personal self-care	0	1	1.5	2
Student identifies activities that are realistic, beneficial and reasonably sustainable	0	1	1.5	2
Student has concrete, measurable goals against which personal levels of self-care can be evaluated	0	1	1.5	2
Paper is neat and professional in appearance with appropriate attention to grammar, spelling etc.	0	1	1.5	2

Grade out of /10



C) Crisis Intervention Role Play

Develop and present a role play that shows a person in crisis (vs. a person who “just” needs counselling) receiving an appropriate crisis counselling response.

Your demo must clearly identify and follow one of the 3 crisis intervention models reviewed in class (Greenstone & Leviton 6 step model, Aguilera Cognitive Perceptual Approach or Rogerian Counselling Approach)

Grading Criteria

Introduction: Using power point, identify the crisis intervention model being demonstrated. Provide a brief description of the situation and the setting where the intervention is taking place. (2 marks)

Using power point, identify circumstances and individual factors that indicate that this situation is a crisis (4 marks)

MOVE TO ROLE PLAY DEMONSTRATION:

a) If using Greenstone & Leviton Model:

Through counsellor & client statements, demonstrate the skill of immediacy (2 marks)

Through counsellor & client statements, demonstrate the skill of control (2 marks)

Through counsellor & client statements, demonstrate the skill of assessment (2 marks)

Through counsellor & client statements, demonstrate the skill of disposition (2 marks)

Through counsellor & client statements, demonstrate the skill of referral (2 marks)

Through counsellor & client statements, demonstrate the skill of follow-up (2 marks)

b) If using Aguilera Model:

Client Perceptions: Through counsellor and client statements, determine if the client's perceptions of the situation are realistic. Assuming they are not, assist the client in identifying, correcting or compensating for distorted perceptions of the situation. (4 marks)

Client Supports: Through counsellor and client statements, determine what supports the client has and if there is anything that can be done to access additional support. (4 marks)

Coping Skills: Through counsellor and client statements, identify what coping skills the client has, if they've ever been in this kind of situation before and what thoughts they have about how to manage the crisis. (4 marks)

c) If using Rogerian Approach to Crisis Counselling:

Demonstration should include approximately 12 Counsellor statements in total. For the purposes of this demo, skills should be used in the following order, with the exception of “silence” and “minimal encouragers” which can be used wherever the interviewer deems appropriate

Problem Identification

1. *Summary Statement* – Describe the basic issue or problem under discussion (1 mark)
2. *Open Question* – Invite the client to expand (either in general or on some particular aspect of the topic) (1 mark)
3. *Minimal Encouragers* – Use as appropriate to encourage discussion (Mhmm, Go on, Yes?...)
4. *Paraphrase* – Rephrase what the client has stated, to demonstrate that you have listened closely and have an understanding of how the client sees the issue at this time (1 mark)

Exploration of Feelings

5. *Open Question* – Ask a question that draws out the emotional aspects of the issue? (1 mark)
6. *Reflection of Feeling* – Reflect the emotions (stated or implied) using different words or metaphors. This validates the client’s experience and models/encourages exploration of feelings. Especially, try to capture mixed emotions (So on the one hand... But on the other hand....) (1 mark)
7. *Silence* – Use as appropriate to allow client to process emotional aspects

Exploration of Actions

8. *Open Question* – Ask a question that brings out the client’s actions or responses so far in relation to the issue, and the results of those actions (1 mark)
9. *Paraphrase* – Restate in your own words what the client has done so far and what the outcome has been (1 mark)

Intentionality – Select an Advanced Skill That Appropriately Addresses Some Pertinent Aspect of the Issue(s)

10. *Advanced Influencing Skill* (i.e. self-disclosure, confrontation, immediacy or information sharing) (1 mark)
11. *Paraphrase/Reflection of Client’s Response* (1 mark)
12. *Summarization* – Final summary of a) problem definition b) client’s feelings about the issue c) what client has done and results so far and d) client’s response to counsellor’s influencing statement (3 marks)

All demonstrations – whether done using Greenstone & Leviton, Aguilera or the Rogerian approach – end with a concluding statement on power point, regarding the approach taken and the counsellor’s specific goals in the situation. * A transcript of the role play must be handed in to the course professor at the time of the presentation. (2 marks)

Grading Breakdown for Role Play Assignment

Power Point

Introduction & Description of Situation and Setting 2 marks

Circumstances Contributing to Crisis 2 marks

Individual Factors Contributing to Crisis 2 marks

Role Play Demonstration

Following one of the three crisis intervention models) 12 marks

Back to Power Point

Conclusion and Submission of Transcript 2 marks

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20 marks

D) 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.

5. Description of Incident: Describe fully a significant interaction or helping situation, which occurred. (Mention pertinent details).

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? Be creative in your approach.

E) 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 or a program. Students are advised to discuss this with the instructor, especially if client contact is limited.

Outline the problem, giving pertinent background details in sufficient depth to outline the situation. For example, you may include references to: issues of development, family dynamics; treatment complications; etc.

Include in this section an identification of the strengths of the individual or group or program.

Summarize this section with a brief statement, which defines the situation. (Use of a "model" may be helpful, as a context for the case, (e.g. behavioural, 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 or Barriers Interfering with Treatment: Describe possible obstacles that exist in this situation, which might interfere with goal achievement. Include a method to overcome these difficulties.
8. Any other creative alternatives or options that you may wish to include.
9. Method of evaluation in order to assess problem resolution.

F) Self Evaluation Report -Instructions and Grading Criteria**Student Name:** _____

Q. Student was able to identify two or three things he/she learned as a direct result of the placement experience. Student was specific.

0 1 1.5 2

Q. Student was able to identify two or three things he/she was able to contribute to the placement setting? Student was specific.

0 1 1.5 2

Q. Student briefly described and commented on his/her relationships with colleagues and supervisors throughout the placement experience.

0 1 1.5 2

Q. Student briefly described and commented on his/her working relationships with clients and/or the community throughout the placement experience.

0 1 1.5 2

Q. Student evaluated his/her success in achieving own identified learning goals.

0 1 1.5 2

Grade out of /10

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: _____