SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Integrated Seminar IV

CODE NO. : CCW 415   **SEMESTER:** 5/6

PROGRAM: Child and Youth Worker

INSTRUCTOR: Sandy MacDonald, CCW (Cert), MA
Mary Ritza, CCW (Cert), MA (Office - E3213, phone x 2548,
email: mary.ritza@saultcollege.ca)

DATE: Sept/07 and   **PREVIOUS OUTLINE DATED:** Sept/07
Jan/08

APPROVED:

_____   _____
                                 DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): CYW 200 &/or CCW 241
CO-REQUISITE: CCW 420 &/or CYW 305-3

HOURS/WEEK: 2

I. COURSE DESCRIPTION:

This course is designed as a follow-up to your previous Integrated Seminar course, and as a co-requisite to Fieldwork IV – CCW 420-7. The focus will be on the articulation of the prevention and intervention strategies utilized in the field and related to the issues of youth, their families and their communities. The expectation will be that students share their experiences and support each other in their learning. It is further expected that students integrate their academic learning into their experiential learning in both oral and written formats within the seminar class. The principles of the course are designed to develop one's self-understanding and self-evaluation and as a helping professional based on the ethical principles of the OACYC.

Issues of a more generalized nature (e.g. legislation, treatment methods, skills teaching and crisis intervention) will be reviewed and discussed. Reference may be made to current placements, past placements, and field activities from the scope of professional practice. Reference will also be made to material drawn from the other CYW courses.

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 adjusts 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.   be able to articulate the significance of yourself as a CYW role model;
h.   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;
b. initiate programming and activities, within the parameters of the placement setting,

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:

Sault College Child and Youth Worker program policies, course outlines and student assignment package. A personal day-timer is also recommended as it is the responsibility of the student to work with their program and agency supervisors in arranging placement evaluation meetings.

No text required.

IV.   METHODOLOGY:

There will be some lecture and considerable discussion, with a strong degree of input and initiative from the students.

* 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. Graduate level participation is expected and one cannot participate if absent. Allowances will be made for illness and emergencies. The professor reserves the right to ask for verification of absence in any case. Excessive illness will require medical attention and should be discussed with the instructor. Grade reduction will correspond to the percentage of classes missed as per grading criteria.

3. Participation in presentations and discussion is a professional responsibility and will be considered as a display of commitment. Failure to perform here will impact on grades assigned.

4. Punctual completion of various assignments and any supplemental reading as is expected for a graduating student. The instructor will determine the grading for this section. If an extension is required, please discuss the arrangement with your teacher *prior* to the assigned due date. If you fail to appear for your scheduled presentations (including oral incident reports), you may *not* have an opportunity to present.

5. Completion of specific reports, at a graduate level. This is a student-directed responsibility. Specific assignments include:

    1) Goal Setting Assignment
    2) Incident Reports – 1 written and 2 oral
    3) Proposal
    4) Case Report
    5) Self-Evaluation of placement experience
    6) Time Sheets to be submitted monthly with agency supervisor's signature. (Failure to submit time sheets within one week following month end, requires follow-up with college field placement supervisor and may result in suspension of placement until verification of placement hours.)
    7) Mid-term and final evaluations to be completed by agency supervisor with process initiated by student.

6. Grading criteria and dates for these assignments to be provided.

VI. GRADING:

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

                                                                                    Date:
    a) Goal Setting Assignment – due at first scheduled shift
       and to be submitted no later than third week of class   10%   _____
    b) Two oral incident reports (5% x2) – as per schedule   10%   _____
    c) One written incident report   1   10%   _____
    d) Proposal   15%   _____
    e) Case Report   15%   _____
    f) Self-evaluation report – due last week of class   10%   _____
    g) Oral presentation of self-evaluation – as per schedule   5%   _____
    h) Attendance   15%
    i) Supportive contribution to class discussion   10%

    Total: 100%

    NOTE: The presentation and assignment 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:

Grade	Definition	Grade Point Equivalent
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), visit the Special Needs Office – room E1101 or call extension 2703 as soon as possible so that support services can be arranged for you. Subsequently you are encouraged to discuss required accommodations with your professor.

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.

Communication:
The College considers **Web/CT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. 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 and/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 – Outlines
All reports should be typed, double-spaced with cover page.

1) **Goal Setting Assignment:**

1. *Placement supervisor* informed of student's goals as evidenced by *signature*.

2. Goal statements are clear, specific and worded in behavioural terms.

3. Goals are professionally challenging, realistic and relevant to placement setting.

4. Methodologies are clear and specific.

5. Student identifies a method of evaluating success of goal achievement.

2) **Incident Report (Agency supervisor's signature required):**

1. Field Placement Agency:

2. Child & Youth Worker Student's Name: (not necessary to state in oral incident report)

3. Date of Incident:

4. Background to Incident: Describe the participants (staff and residents involved) and specific events which led up to this situation. Give sufficient background information to clearly illustrate the incident, e.g. age of client, grade level, and assessment or identified needs of client, numbers and titles of individuals involved, etc.

5. Description and Disposition of Incident: Describe fully a significant interaction or helping situation, which occurred. (Mention pertinent details to clarify your role). Include how the situation was handled and the rationale to support this interaction.

6. Action Taken: Describe any further action taken as a result of this incident and any debriefing with client and/or staff.

7. 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? What could have been done to prevent or follow up with the situation?

4) <u>Proposal</u>:

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.)

5) <u>Case Report</u>:

1. Identify agency, client and date of birth, male/female, school, grade level, and date of report.

2. Identify any relevant referral sources and/or other sources of information. List all agencies involved and reason for involvement.

3. Reason for client accessing services of this agency (where relevant, e.g. court-ordered, physician referral, etc.).

4. Summary of personal and family history to this point. Some depth is required in this area.

5. Identify goals of intervention or treatment for the client.

6. Summarize progress towards these goals – i.e. what has worked, what has not, barriers to achieving goals, etc.

7. Comments and recommendations. Based on your discussion with client (if relevant), staff, your professional opinion (integrating your academic with your experiential knowledge; some research may be required in this area), identify what further supports may be required in order for the client to maintain or progress towards the identified goals.

N.B. If you do not work directly with clients (e.g. working with community development agency), you can substitute a specific program rather than a specific client.

6. <u>Self-Evaluation Report</u>:

1. Identify two or three specific things learned as a result of placement experience.

2. Identify two or three specific things contributed to the placement setting.

3. Describe and comment on relationships with colleagues and supervisors throughout the placement experience.

4. Describe and comment on working relationships with clients and/or community throughout the experience.

5. Evaluate your success in achieving identified learning goals.

6. Evaluate your overall self-care throughout your placement and identify any areas for improvement in this regard.

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: _____