



**I. COURSE DESCRIPTION:**

This course is designed as a corequisite to Community Practicum I. The focus will be on professional development skills (writing, verbal and behavioural) and further development on skills related to observation and assessment. The principles that will be learned will apply to both the behaviour of others and to one's own behaviour as a helping professional. Reference will also be made to material drawn from other Child and Youth 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 us with understanding the broader social context that is involved in a individual child's life (ie. school, family and community).

**II. LEARNING OUTCOMES AND ELEMENTS OF THE 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.**Potential Elements of the Performance:

- Identify learning objectives for individual children/youth development and the strategies to accomplish these
- Identify learning objectives for one's professional development and the strategies to accomplish these
- Incorporate feedback and suggestions made in the classroom, through supervision, videos, and reports

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

- apply the methodologies of observation pertinent to a practical setting.
- Assess observations and develop strategies according to the finding
- Recognize and describe all developmental areas of the child
- use language in both oral and written reports that is suitable to the professions.

**3. Maintain ongoing self-care skills to continue to enhance professional Competence.**Potential Elements of the Performance:

- Analyze the results of one's actions and decisions
- Reflect on procedures and practices used and new information learned in other courses
- Research new strategies that may be needed to increase skills
- Identify any errors and make corrections
- Examine the impact of personal values and beliefs on actions and Decisions
- Evaluate and act upon constructive feedback

**III. TOPICS:**

1. Application of observational strategies to the field and the self.
2. Recording techniques – both oral and written.
3. Application and rationale for use of these techniques and professional Standards and practice.
4. The environment of the child.
5. Community practicum experience will be utilized and processed as part of shared professional learning.
6. Professional Obligations (attached)

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS and REQUIREMENTS:**

**Text:** *I Never Knew I Had a Choice* (8<sup>th</sup> ed) by Corey and Corey, Brooks/Cole Publishing

Preservation of confidentiality as per Child and Youth Worker Policy.

1. Regular attendance at Integrated Seminar. This means 80% of classes per semester is minimum attendance. the total grade will be reduced accordingly. 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. Professional-level participation is expected and one cannot participate if absent! Allowance is made here for exceptional illnesses and emergencies- the instructor reserves the right to ask for verification of absence in any case.
2. Professional-level participation in presentations and discussions.
3. Plan, lead, and evaluate a classroom activity which could involve crafts, gym, academic which are related to curriculum. Write-up is required. Format will be handed out. Due \_\_\_\_\_
4. Two oral reports will be expected – as per incident report format.
5. Two written incident reports will be expected as per incident report format in this course outline.
6. One learning goals assignment which involves writing as least two professional goals for the student on placement.
7. One written seminar report is due as per outline in course outline.
8. The final placement review is to be completed – both oral and written – as per format. Due \_\_\_\_\_

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Activity with Evaluation (2)	20%
Learning Goal	10%
Oral Incident Reports (2)	10%
Written Incident Reports (2)	20%
Seminar Report	10%
Final Placement Review Oral/Written	15%
Skill development/participation	15%
Total	100%

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%	
A	80 – 89%	4.00
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.

**VI. REPORTS:****Incident Report**

1. Field Placement:
2. Child and Youth Worker Student:
3. Case Name: (Leave Blank) Age and Grade Level:
4. Date:
5. Description of Incident: Describe fully a significant interaction or helping situation which occurred during the week (Pertinent details).
6. Background to incident: Describe the participants and specific events which led up to this situation.
7. Disposition of Situation: Describe the manner in which this situation was handled and why it was handled this way.
8. Evaluation of Action Taken: Describe what you learned from this situation positive or negative), what you believe the client (child) learned from this situation.
9. Creative Evaluation:
  - a) How would you handle the situation in the future, given the same set of circumstances?
  - b) Explain your rationale.

**Seminar Report**

1. Child and Youth Worker Student:
2. Date:
3. Problem presented: Outline the problem, giving pertinent background Details. One problem only.
4. Problem defined: Brief description of the problem broken down into Specific areas that are workable.
5. Goals: Briefly describe the goals (What the client will be able to do?)
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.
7. Problem 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 education approach or methodology?

Why?

**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. The target group/population served by the agency, (age, sex, types of problems, general philosophy/ideology of the placement agency).
2. 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. Describe the functions, jobs, assignments, purposes and expectations of the student placement in this agency.
7. Place the student in your structure diagram.
8. Assess and evaluate (6). Was this placement worthwhile, challenging, Educational, stressful, demanding, etc. How did the agency help you to fulfill your learning objectives? How would you change/improve your placement experience?
9. Assess (1) to (4) From your perspective, does the agency fulfill or Accomplish its defined goals? Are its methods compatible and consistent with its stated philosophy and goals? Be prepared to support your statement with specifics.

**VII. SPECIAL NOTES:****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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

Tuition Default – Fall Semester:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November*, will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Tuition Default – Winter Semester:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *March*, will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.