

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Integrated Seminar I	
<b>CODE NO. :</b>	CYW100-3	<b>SEMESTER:</b> 1 or 2
<b>PROGRAM:</b>	Child and Youth Worker	
<b>AUTHOR:</b>	M. McFarling, B. Brady-Parr, S. MacDonald	
<b>DATE:</b>	May. 2010	<b>PREVIOUS OUTLINE DATED:</b> May 2009
<b>APPROVED:</b>	"Angelique Lemay"	Aug/10
	<hr/>	
	<b>CHAIR, COMMUNITY SERVICES</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	CYW103-1 Corequisite: CYW101-7	
<b>HOURS/WEEK:</b>	2 (15 weeks)	

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*For additional information, please contact the Chair, Community Services*

*School of Health and Community Services*

*(705) 759-2554, Ext. 2603*

**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. Skills and strategies for working in Community Practicum.
6. Community practicum experience will be utilized and processed as part of shared professional learning.
7. Professional Obligations (attached)

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

**Text:** *Classroom Management* (1st ed) by Lisa Bloom, Pearson Publishing

Preservation of confidentiality as per Child and Youth Worker Policy.

1. Regular attendance at Integrated Seminar is essential. The total grade will be reduced accordingly. Some assignments, activities and discussions will be done in the course time. Presentations need to be 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 activities and discussions.
3. Plan, lead, and evaluate a classroom activity which could involve crafts, gym, academic which are related to placement's 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 \_\_\_\_\_
9. An activity needs to be planned in the college classroom which relates a chapter of the text and a write up. Due dates to be assigned depending on the chapter.
10. Demonstration of the skill of active and respectful listening. Participation should show empathy which is demonstrated by not making judgmental statements and asking sensitive questions to gain an understanding of the person's situation.

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

Activity with Evaluation (1)	10%
Activity in College Classroom (1)	10%
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%	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.

## 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:**

##### 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.

#### **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal, form part of this course outline.