

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



SAULT
COLLEGE

COURSE OUTLINE

COURSE TITLE:	Integrated Seminar III		
CODE NO. :	CYW304	SEMESTER:	5
PROGRAM:	Child and Youth Worker		
AUTHOR:	CYW Faculty		
DATE:	Sept/11	PREVIOUS OUTLINE DATED:	Sept/10
APPROVED:	"Angelique Lemay"		July 2011
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	CHAIR, COMMUNITY SERVICES		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	CYW200 (Integrated Seminar II)		
COREQUISITE:	CYW305 (Community Practicum III)		
HOURS/WEEK:	2		

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
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I. COURSE DESCRIPTION:

This course is designed as a follow-up to your previous Integrated Seminar courses, and as a co-requisite to Community Practicum III. 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 audience, 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. include personal self-care issues as part of self-evaluation process
- 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 as well as incorporating supervisors' feedback.

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. explores and drafts one "project proposal for funding and/or implementation" which obtains approval of placement site supervisor and College CYW faculty. Proposal will be completed next semester.

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.

** The student needs to demonstrate understanding and empathy for vulnerable clients and their unique issues by way of written assignments and verbal discussions. This can be demonstrated by the absence of judgmental statements and the genuine attempt to view the situation/issue from another's perspective.

V. REQUIREMENTS:

1. Preservation of confidentiality as per CYW policy on confidentiality
2. Regular attendance at Integrated Seminar. Graduate level participation is expected which includes support of one's classmates. Allowances will be made for illness and emergencies with communication to the professor. 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 well as overall participation as per grading criteria.
3. Punctual completion of various assignments and any supplemental reading 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. Late assignments will be deducted one percentage for every day it is late.
4. ***Punctual submission of documentation is required:***

Time Sheets to be submitted monthly with agency supervisor's signature and student's signature. If time sheet is not received within one week of month's end, a deduction of 2% from participation grade will occur. Student will have opportunity to earn back .5% for each time sheet handed in on time after that point in the semester. If late a second time, follow-up with the college field placement supervisor will be required and placement may be suspended until hours can be verified. ***Mid-term and final evaluation forms must similarly be submitted within one week of due date. Failure to submit forms may result in suspension of placement. Any time missed due to placement suspension must be made up*** in order for student to be successful. If there is no opportunity for make up time due to the nature of the placement (or if the supervisor is unwilling or unable to negotiate a make-up schedule) the student may be assigned a failing grade in both practicum and seminar. Additional reporting and monitoring requirements for individual students, as assigned by the individual placement or by the College fieldwork supervisor.

****Note: For those students in good academic standing who are taking both Community Practicum III/CYW307 & CP IV/CYW328 with the co-requisites Integrated Seminar III/CYW304/ & Integrated Seminar IV/CYW325 out of sequence, with special permission of the program coordinator and the teachers involved, the following applies:***

- ***Provisions will be made to accommodate evaluation of assignments related to the proposal (i.e. the usual order is the draft is due in seminar III and full proposal due in seminar IV). However, for these students, the order will be reversed. The draft will need to be related to the new placement site.***

5. Completion of specific reports, at a graduate level. This is a student-directed responsibility. Specific assignments include:
 - a) Goal Setting Assignment
 - b) Incident Reports – 1 written and 1 oral
 - c) Proposal - draft
 - d) Case Report
 - e) Self-Evaluation of placement experience
 - f) Time sheets to be completed by student and signed by supervisor
 - g) 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	10%	_____
b) One oral incident report – as per schedule	10%	_____
c) One written incident report	10%	_____
d) Proposal - draft	10%	_____
e) Case Report	15%	_____
f) Self-evaluation report	10%	_____
g) Oral presentation of self-evaluation – as per schedule	10%	_____
h) Attendance	10%	_____
i) Skill Development and Participation	15%	_____

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 following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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.

VIII. COURSE OUTLINE ADDENDUM:

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

APPENDIX I - Specific Reports – Outlines

All reports should be typed, double-spaced with cover page.

1) Goal Setting Assignment:

1. Students are to hand in goals to course instructor by stated due date. Once returned to student with feedback, student is to revise, have supervisor sign and resubmit to instructor for final grading.
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?

****Note: For written incident report, if student prefers to use placement agency's format, please bring this format to the course instructor for approval prior to assignment due date.**

3) Proposal: (This is outline of final version – due semester six, see draft* below)

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.)

3A) Draft Proposal (to be submitted last class of third month)

1. Name of proposal
2. Purpose or intent
3. Target group
4. Role of CYW
5. Supervisor signature as evidence of agreement to proposal as stated

4) Case Report:

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. ***Organize the information to reflect bio-psycho-social/emotional issues – or cognitive, affective, social, physical etc.***
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), you can substitute a specific program rather than a specific client.

5) Self-Evaluation Report:

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.

6) Oral Presentation of Self-Evaluation:

1. As per written report and presented according to classroom schedule.

7.) Attendance

Attendance will be calculated based on number of hours student attended over the course of the semester, and calculated proportionately out of 10%.

8.) Skill Development and Participation

Grade: 15%

Students will be evaluated for their skill development/participation grade (15%) based upon the following criteria. Students may be asked to submit their own self evaluation on seminar performance as well as engage in peer evaluation process. Professor reserves discretion to determine grade assigned. It is insufficient to “just attend”. CYW’s work within team environments in the field and as such; students are expected to demonstrate the ability to provide input, consultation and feedback within seminar. Additionally, the intent of seminar is to integrate learning from fieldwork and academic curriculum, thus students must demonstrate skill in identifying relevant CYW skills and theories as applied to discussions. Professionalism is required within the classroom and is evaluated according to the criteria below.

Students, who do not meet the majority of these expectations, may be subject to removal from class, academic/behavioural contracting and/or academic penalty/failure.

Rating of the itemized criteria below will be on a scale from 0-5 with 0 representing no evidence or significant concerns noted, 1-2 representing inconsistent performance, 3-3.5 – expected performance and 4-5 exceeds expected performance. This number will then be multiplied by 3 to obtain your grade out of 15%.

- Demonstrates interpersonal and team work skills that promote group cohesion, team development and respect for others
- Uses effective problem solving, conflict resolution strategies and a variety of thinking skills
- Shows ability to analyze and apply relevant information from a variety of sources
- Shows respect for the diverse opinions, values and contributions of others
- Takes responsibility for one’s own actions and decisions and maintains accountability to peers and professor
- Demonstrates ability to integrate feedback and respond/adjust appropriately
- Demonstrates ability to facilitate conversations/classroom activities with attention to group process/phase of development
- Maintains a positive and proactive approach to class as well as field placement
- Uses active and reflective listening skills in class
- Maintains appropriate professional/personal boundaries
- Discusses fieldwork experiences in a manner that is reflective of strengths based philosophy

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- Shows beginning skill in recognizing social problems within the larger social, political and economic context when seeking consultation from peers/professor
 - Demonstrates beginning level integration of course work as applied to case studies and consultations in class
 - Shows excellent preparation for class: has read assigned material (when given), references this in class, completes in class work as required
 - Contributes in a very significant way to ongoing discussions, keeps discussion focused and respectful, and responds thoughtfully and respectfully to other students' comments
 - Takes the risk of verbalizing questions, concerns, disagreements
 - Demonstrates excellent level of self-understanding and commitment to personal and professional development
 - Written and verbal communication skills fully meets expectations and/or evidence of significant strengths
 - Attends all of scheduled seminar classes (80% is required)
 - All seminar assignments/expectations submitted on time, accurately and thoroughly completed
 - All fieldwork assignments/documents submitted on time, accurately, and thoroughly
 - Consistently checks LMS and responds in timely manner to communication from peers/professor
 - Maintains expected or exceeds expected professional ethics and behaviour (i.e. respect, confidentiality)