



**I. COURSE DESCRIPTION:**

This course is a co-requisite to Community Practicum 2. The focus will be on the articulation of prevention and intervention strategies utilized in the field and on the issues of youth at risk. The principles that will be learned will apply to both the behaviour of others and to one's own behavioural responses as a helping professional. Reference will be made to material drawn from other CYW courses. Topics concerning CYW professional conduct are studied as well.

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 the students with understanding the broader social context involved in an individual child's life (i.e. family, peers and community). The holistic approach is emphasized as students learn to become competent workers in this profession.

**II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

Upon successful completion of this course, the student will have demonstrated the ability to:

**1. define behaviour and examine one's own behaviour as a professional.***Elements of the Performance:*

- i) clearly identify the differences between perception and behaviour
- ii) examine and evaluate one's own behaviour with regard to intervention strategies with clients
- iii) examine and evaluate one's own behaviour as a member of a working team at the placement site
- iv) identify learning goals for professional development and the strategies to accomplish these
- v) incorporate feedback and suggestions made in the classroom, through supervision and in reports
- vi) respond correctly to questions concerning the CYW Code of Ethics, and ethical issues such as dual relationships and informed consent.
- vii) evaluate own state of wellness from a holistic perspective as part of an ongoing strategy for professional success

2. **make and utilize observations and communicate observations effectively in oral and written forms.**

*Elements of the Performance:*

- i) apply the methodologies of observation pertinent to a practical setting
- ii) in both oral and written reports, and in electronic communication, use language that is suitable to the profession
- iii) utilize human relations skills in sharing observations and in giving feedback to fellow classmates/colleagues
- iv) write effective goal statements

3. **demonstrate and utilize self-awareness to enhance professional competence.**

*Elements of the Performance*

- i) assess, in collaboration with relevant others, the cultural, developmental, and social needs of individuals and groups in the context of their current environments (or, their current milieu).
- ii) Plan and implement selected strategies to foster and utilize therapeutic environments
- iii) Evaluate the results of implemented strategies and make necessary adaptations which facilitate positive change.
- iv) Examine the impact of personal values and beliefs on actions and decisions

**III. TOPICS:**

1. Professional Obligations (attached)
2. Application of field related skills, knowledge and attitudes to placement setting (i.e. knowledge of child and adolescent development, counselling skills, group dynamics, activity planning and oral and written recording techniques)
3. Professional standards, ethics, and practice
4. Establishment, attainment of, and evaluation of individual learning goals
5. The use of milieu in child and youth work.
6. Self Care.

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

Burns, Michael (2006). *Healing Spaces*. Kingston, Ontario: Child Care Press.

Community Practicum Package provided by College

Personal day timer or agenda or schedule book/organizer.

**V. REQUIREMENTS:**

1. Preservation of confidentiality as per CYW policy. Seminar discussions fall within the scope of the CYW confidentiality policy.
2. Students are requested to provide both a phone number and an email address in order to facilitate communication between faculty, placement supervisors and students.
3. Regular attendance at Integrated Seminar. ***Failure to complete seminar assignments and/or community practicum hours can result in a repeat of both the Seminar and Community Practicum courses as they are co-requisite graduation requirements.*** 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. The professor reserves the right to ask for verification of absence.
4. Professional-level participation in activities, assignments, presentations and discussions. Each student is expected to contribute to each class by:
  - Relating, reflecting upon, and answering questions about recent placement experiences
  - Participating in discussions when other students are presenting, formally or informally, material about their placement experiences
5. Learning goal assignment is due the second week of seminar. Reflecting on your previous placement supervision, identify at least two learning goals for yourself, with methods, evaluation, and time lines clearly stated.
6. Two oral incident reports will be expected. Dates to be announced in class.  
First oral: \_\_\_\_\_  
Second oral: \_\_\_\_\_
7. One written incident report will be expected - as per incident report guideline. **Incident Report needs to be signed by your supervisor in the field.** Date to be announced class. (Oral incident report may be used here.)  
Due: \_\_\_\_\_
8. One treatment plan as per outline attached. **Must be signed by the placement supervisor.**  
Due: \_\_\_\_\_

9. One written report on activities that have been initiated and carried out by the student. The report needs to describe the activity, the materials used, the therapeutic goal, the process (including any modifications and/or interventions necessary) as well as the evaluation of the activity. **Activity Report needs to be signed by your supervisor in the field.** Due on or before: \_\_\_\_\_
10. The field placement review is to be completed as per the attached format. Possible oral presentation schedule will be done in class.  
  
Deadline for written review: \_\_\_\_\_
11. **Test** – there will be one test, near the end of the semester, on some or all of the following topics: goal setting; self care; CYW Code of Ethics; ethical and professional issues such as boundaries, dual relationships, age-based laws, and informed consent, or others discussed in class and identified by the Professor as test material. Date T.B.A.

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

Two Oral Incident Reports (2 x 10%)	20%
One Written Incident Report	10%
Treatment Plan	15%
Activity Report	10%
Field Placement review (written & oral)	10%
Learning Goal assignment (2 goals)	5%
Test	10%
Attendance & Participation	<u>20%</u>
Total	100%

The course professor has the prerogative of assigning a repeat presentation or assignment rewrite if either is not performed at a suitable level.

Late assignments will not be accepted and the student will receive a zero grade for a late assignment unless the student has notified the professor in advance of the due date that the assignment will be late, and unless that notification is supported by medical documentation that can be verified by the course professor.

Participation in discussions is also a requirement. Examples of participation include shared insights, support and respectful comment.

Other notes:

1. Electronic communications devices are to be turned off during class time. Failure to do this will result in exclusion from this course. Students are advised to be familiar with the college policy regarding electronic recording devices.
2. Laptops are permitted. Students who use their laptop for any reason other than class-related will lose the privilege of having a laptop in class.
3. Food is not permitted in the classroom during class time.
4. Students are expected to dress in a manner consistent with professional standards in Child & Youth Work.
5. Spelling, punctuation, and grammar do count in grading for all written assignments, and grammar will also count in oral presentations.
6. Students are advised to be familiar with the CYW program policies and the Sault College Code of Conduct.

***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	
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 (see <i>Policies &amp; Procedures Manual - Deferred Grades and Make-up</i> ).	

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.

## VII. REPORTS and ASSIGNMENTS– FORMAT GUIDELINES:

### A. INCIDENT REPORTS

Field Placement Setting: \_\_\_\_\_

Child and Youth Worker Student: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

1. Description of Incident: Describe fully a significant interaction or helping situation that occurred on placement. The emphasis here is on your own involvement in the situation. (Pertinent details).
2. Background to Incident: Describe the participants and specific events that led up to this situation.
3. Disposition of Situation: Describe the manner in which this situation was handled and why it was handled this way. Again, the emphasis is on your own involvement.
4. Evaluation of Action Taken: Describe what you learned from this situation (positive or negative), and what you believe may have been learned by the other person (or people) involved in the situation.
5. Creative Evaluation:
  - a) How would you handle the situation in the future, given the same set of circumstances?
  - b) Explain your rationale.

**B. TREATMENT PLAN**

Field Placement Setting: \_\_\_\_\_

Child and Youth Worker Student: \_\_\_\_\_

1. Problem Presented: Outline the problem, giving pertinent background details.
2. Statement of Strengths and Needs. Identify in behavioural terms, two strengths and two needs the client has.
3. Goals: State two goals (what you are attempting to accomplish) that flow from the problem definition, strengths, and needs.
4. Methods: Outline two methods devised for achieving the goal and explain the rationale.
5. Problem Interfering with Treatment: Identify one barrier that exists in this situation which might interfere with goal achievement.
6. Creative Alternative: What do you think would be an ideal alternative to overcome the barrier and achieve problem resolution? Explain your rationale.
7. Evidence of research.

**C. FIELD PLACEMENT REVIEW**

The student will submit a written report on his/her placement. Overall agency or organization philosophy and goals may be presented; also the student should focus on their particular program. The paper should be thorough and developed along these guidelines:

1. General philosophy/ideology of the placement agency.
2. The target group/population served by the student's placement program (age, sex, types of problems, groups they won't serve).
3. The goals and objectives for the clients in this program and the various methodologies used
4. Describe your functions, jobs, assignments, purposes and expectations in this placement.
5. Assess and evaluate: How did the agency help you to fulfill your learning objectives? What did you learn about yourself, the client population and the field? How would you change/improve your placement experience?



**D. ACTIVITY REPORTS**

1. Description of Activity – be thorough and include target group
2. Therapeutic Goal(s) of Activity – physical, social, emotional, cognitive.  
Be specific.
3. Materials Used
4. Implementation (including any necessary modifications and/or interventions required)
5. Evaluation of the activity (including any changes that you would make if you were to do the activity again)
6. Evidence of research.

**VIII. PROFESSIONAL OBLIGATIONS:**

1. To regard the welfare of the individuals, the groups, and the community you serve as your primary professional duty.
2. To hold yourself personally responsible for your professional conduct.
3. To be willing always to increase your professional competence and to willingly share your knowledge with others in your profession.
4. To strive to support the further development of your profession by participating to the best of your ability in related professional associations.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use care in expressing views on the findings, opinions, and professional conduct of colleagues, confining such comments to matters of fact and matters of his own knowledge.
7. To respect the privacy, dignity, and other rights of clients, including but not limited to the preservation of client, colleague, and agency confidentiality.
8. To use in a responsible manner information received in the course of professional relationships.

**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: \_\_\_\_\_

Dated: \_\_\_\_\_

**IX. 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.

**X. COURSE OUTLINE ADDENDUM:**

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