

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

Course Title: YOUNG OFFENDERS II
Code No.: CCW 610-3
Program: CHILD AND YOUTH WORKER
Semester: SIX
Date: JANUARY, 1995 PREVIOUS OUTLINE: JANUARY, 1994
Author: Sandy MacDonald, CCW, M.A.

New: _____ Revision: X

APPROVED: K. DeRosario DATE: Dec. 21/94
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

COURSE DESCRIPTION:

This course will be a follow-up to Young Offenders I. The course will examine primary, secondary and tertiary levels of treatment of the young offender, including both general and specific programming techniques. The course can be viewed as a consolidation of related course content leading to refinement of skills useful in working with Young Offenders.

STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course the student will be able to:

1. Describe key features of the YOA in relation to its impact on program planning.
2. Identify and describe all of the open and closed custody facilities in Sault Ste. Marie providing service to Phase 1 and Phase 2 Young Offenders, respectively (including any gaps in service).
3. Explain several theories of causation (including biological, psychological, sociological, cultural deviance, control theories and Elliott Leyton's Treble Delinquency Theory).
4. Assess clients' strengths, needs and treatment goals using appropriate procedures and terminology.
5. Plan and implement a wide range of programs for individual clients and client groups, based on course material and consolidation of skills from all areas of the CYW program.
6. Identify and describe several cross-cultural issues, gender issues and issues of sexuality, literacy and substance abuse which may impact on programming.
7. Describe and implement a 10 step confrontation model.
8. Describe and apply group counselling techniques in an institutional environment.
9. Discuss and describe the role of the CYW in correctional settings.

TOPICS TO BE COVERED:

1. Review of YOA and Correction History
2. Review of Local Correctional Facilities
3. Theories of causation
4. Teaching Prosocial Competencies (interpersonal skills, anger management, moral reasoning training, empathy training etc.)
5. Practical Application of Case Management Techniques
6. Native Issues
7. Gender Issues
8. Literacy Issues
9. Substance Abuse
10. Confrontation skills
11. Group Counselling in Institutional Settings
12. The Role of the CYW in correctional settings

COURSE REQUIREMENTS

1. In groups of 2 or 3, students will lead a 50-minute "first" session on one of the following topics: anger management, stress management, problem-solving skills, interpersonal skills training or a special topic to be cleared with the instructor beforehand, (i.e. parenting skills for teenage fathers). Each session will be conducted with 10 "clients" drawn from the classroom and will be evaluated by the instructor and the remainder of the class in accordance with an evaluation sheet to be provided.

Sessions must be written up including the following: clear objectives, an agenda and a full description of the various activities/exercises to be included (one write-up per group). Each session must include introductions, warm-ups, information sharing (theory), experiential learning activities and a conclusion. The expectation is that all members of the group will participate.

Dates will be assigned in class.

2. Each student will submit a paper on the following topic: "The role of the child and youth workers in the care and treatment of young offenders". The paper should be approximately 6 pages in length (typed, double-spaced) and should include both personal opinion and information from external sources. Issues to consider include the unique skills and knowledge CYWs bring to correctional settings, working as part of a multi-disciplinary team, your own philosophy of treatment and the special challenges involved in dealing with resistant clients in institutional settings.

Due: _____

3. Each student will complete a case study. Details will be provided in class.

Due: _____

4. Active participation and regular attendance.

TEXT:

1. The Prepare Curriculum
Teaching Prosocial Competencies
(Arnold P. Goldstein, Research Press, 1988)

GRADING

Attendance & Participation	20%
In-class session	20%
Individual paper	20%
Case study	40%

A+ (90 - 100) = Consistently outstanding

A (80 - 89) = Outstanding

B (70 - 79) = Consistently above average

C (60 - 69) = Satisfactory

R (Below 60) = Repeat

X = Temporary grade (extenuating circumstances)

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the rights to modify the course as he/she deems necessary to meet the needs of students.