

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTEGRATED SEMINAR 4

Code No.: CCW 415/426

Program: CHILD & YOUTH WORKER

Semester: FIVE/SIX

Date: SEPTEMBER 1995/JANUARY 1996
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APPROVED:

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Date

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

CCW 415 Integrated Seminar 4 **Jeffrey Arbus, C.C.W., M.A.**

Prerequisite: Integrated Seminar 3 or permission of Professor

I. PHILOSOPHY/GOALS

This course is designed as a follow-up to Seminar 3, and as a co-requisite to Fieldwork IV. One purpose will be to give the student the opportunity to share experiences of a general nature, in order to expand each student's awareness of the various opportunities in the CYW field. Toward this end, students may be required to relate certain experiences from their placement. Issues of a more generalized nature (e.g. legislation, treatment methods, skills teaching and crisis intervention) will be reviewed and discussed. Reference will be made to current placements, past placements, and field activities from outside of our locale. Reference will also be made to material drawn from the other CYW courses, e.g. Psychology, Group Dynamics, Counselling, etc.

Specific subject areas for intensive introductory training include Crisis Intervention and new approaches to youth work.

II. STUDENT LEARNING OBJECTIVES

By the end of the course, students should be able to:

- a) describe and compare the philosophies and methods of practice in a variety of services and agencies in this community.
- b) identify and respond to a variety of crises and explain the basis of the crisis intervention approach in role plays and written assignments and exam questions (fall semester).
- c) explain and apply an integrated view of wholistic youth work by responding to questions in class and on an exam (winter semester).
- d) demonstrate observation skills and fluency in communication skills (oral and written) by presenting oral and written reports as described further in this outline.
- e) demonstrate skill in teamwork and decision making by actively contributing to class discussions.
- f) demonstrate: self-awareness, tolerance of others; willingness to learn about other systems of service delivery by utilizing active listening and reflecting skills, engaging in positive discussion, reinforcing others' contributions and validating others' expressions.
- g) apply previously-learned clinical skills to each of the major areas of study as noted in # b and c above.

CCW 415 Integrated Seminar 4 Jeffrey Arbus, C.C.W., M.A.

III. LEARNING RESOURCES

In addition to the resources of the College, students will be required to obtain the following text (available in the college bookstore):

1. Greenstone, J. and Leviton, S. (1993) Elements of Crisis Intervention, Toronto: Brooks-Cole (Nelson)
2. Brendtro, L. et.al. (1990) Reclaiming Youth at Risk, Bloomington, Ind.: N.E.S.

IV. METHODOLOGY

There will be some lecture and considerable discussion, with a strong degree of input and initiative from the students. Guest speakers, demonstrations, videos and role plays will all be featured.

* 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.

V. REQUIREMENTS

1. Preservation of confidentiality as per CYW policy on confidentiality.
2. Regular attendance at Integrated Seminar – 80% of classes per semester is minimum. The total grade will be reduced if attendance falls below 80%. 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. Graduate level participation is expected, and one cannot participate if absent! Allowance is made here for illness and emergencies – the instructor reserves the right to ask for verification of absence in any case. Excessive illness will need medical attention and should be discussed with the instructor.
3. Participation in presentations, role plays and discussion at the graduate level. This is a professional responsibility and will be considered as a display of commitment. Failure to perform here will lead to grade demotion.
4. Punctual completion of various assignments and readings at graduate level. The instructor will determine the grading for this section. These may include reports on trends in the field, legislation changes, etc. Supplementary reading will be included here.

CCW 415 Integrated Seminar 4 Jeffrey Arbus, C.C.W., M.A.

5. Completion of specific reports, at a graduate level. This is a student-directed responsibility. Specific reports include:
- a) Journal summaries,
 - b) Incident Reports, and
 - c) Case Reports.
 - d) Role Play Presentation

[Regarding (b) and (c), these are described in Appendix I of this course outline.]

VI. GRADING

The final grade will be calculated according to the description of requirements. The outline below will indicate how to earn your chosen grade:

1. For an "A+" or "A":

(The difference will be mainly determined by the overall performance level. Students who believe they have performed at the A+ level will have to present their case to the instructor.

- a) outstanding performance of requirements #1 through #4 as noted above (20% of final grade);
- plus b) performance of Requirement #5 as noted above, and at the following level (80% of final grade)
 - one (1) oral presentation per semester following the "Case Report" form in Appendix I

NOTE: usually a maximum of two (2) oral reports per class. Orals must follow principles for public speaking - students are expected to be familiar with these, from previous classes (eg. L&C, previous Integrated Seminars).

NOTE: The deadline is fixed - failure to present during the time period may result in a lost opportunity.

- plus - four (4) written "Incident Reports" (see Appendix I); (two in fall semester, two in winter semester)
- plus - two (2) written "Case Reports"; (1 in fall semester and 1 in winter semester - these must be typed.)
- plus - two (2) journal summaries (written) of professional articles related to a certain client population. The first is due during the Fall Semester; the second by the end of the winter semester. Well written reports will not have to be rewritten!

CCW 415 Integrated Seminar 4 Jeffrey Arbus, C.C.W., M.A.

GRADING CONTINUED

plus - presentation of one role play/situation as described in class - see attached

plus - performance at an A+ or A level on the exams (one at the end of each semester). Exams will be based on the textbooks and class notes and discussions only. Exams will cover the academic subject matter only.

2. For a "B":

a) satisfactory performance of requirements #1 through #4 as noted above;

plus b) performance of requirement #5 as noted above, and at the following level (with the same requirements as noted above)

- one (1) oral case presentation following the "Case Report" outline (either semester);

plus - two (2) written "Incident Reports" (one per semester);

plus - two (2) written "Case Reports" (one per semester -typed);

plus - one (1) journal summary (either semester);

plus - presentation of one role play as scheduled

plus - performance at a "B" level on the exams.

3. For a "C":

a) performance of requirements #1 through #4 as noted above;

plus b) performance of Requirement #5 as noted above, and at the following level (with the same requirements as noted above);

- one (1) oral case presentation following the "Case Report" outline (either semester);

plus - one (1) written Incident Report (either semester);

plus - one (1) written Case Report (typed-either semester);

plus - one (1) journal summary (either semester);

CCW 415 Integrated Seminar 4 Jeffrey Arbus, C.C.W., M.A.

GRADING CONTINUED

- plus - one role play presentation as scheduled
- plus - performance at a "C" level on the exams.

The professor has the prerogative of assigning a repeat presentation or rewrite if either is not performed at a suitable level - this will be explained in detail in the class, so that everyone is aware of expectations.

Students who request will receive verbal feedback on their progress in this course.

Well-written reports usually do not have to be rewritten. Oral reports may be presented provided a one-week notice is given to the instructor - to allow for preparation. Note the deadlines for oral presentations as stated above.

A student who, for any reason, does not complete all requirements for a certain grade will automatically be placed at the next lowest level. A student who does not complete at least the basic requirements for a "C" grade may be asked to continue work in this course, even though the student's placement may be completed.

Students must be successful in Semester 5 before proceeding to the second part, in Semester 6.

This outline may be amended, with notification to the students.

COLLEGE GRADING SYSTEM

- A+ = 90-100%
- A = 80- 89%
- B = 70- 79%
- C = 60- 69%
- R = Repeat (Less than 60%)

VII. 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.

**CCW 415 Integrated Seminar 4
Jeffrey Arbus, C.C.W., M.A.**

APPENDIX I – Specific Reports – Outline

A) INCIDENT REPORT

1. **Field Placement Agency:**
2. **Child & Youth Worker Student's Name:**
3. **Date:**
4. **Description of Incident:** Describe fully a significant interaction or helping situation which occurred. (Pertinent details.)
5. **Background to Incident:** Describe the participants and specific events which led up to this situation.
6. **Disposition of Situation:** Describe the manner in which this situation was handled and why it was handled this way.
7. **Evaluation of Action Taken:** Describe what you learned from this situation (positive or negative), what you believe the client learned from the situation.
8. **Creative Evaluation:**
 - a) How would you handle the situation in the future, given the same set of circumstances and the same agency frame of reference? Why?
 - b) How would you like to handle that situation in the future if you had the chance to change the approach used and the agency frame of reference.

B) CASE REPORT – MUST BE TYPED!

1. **Agency Name:**
2. **Child and Youth Worker Student Name:**
3. **Date:**

CCW 415 Integrated Seminar 4

Jeffrey Arbus, C.C.W., M.A.

CASE REPORT CONTINUED

4. **Problem Presented:** * **Note:** The case may refer to an individual or a group. Students are advised to discuss this with the instructor, especially if client contact is limited.

Outline the problem, giving pertinent background details - ie. a case outline, including references to: issues of development (psychology); family dynamics; treatment complication; etc. Use an "ecological" model. Summarize this section with a brief statement which defines the problem.

4. **Goals:** Briefly describe the goals (what you are attempting to accomplish) and show how they logically flow from the problem definition.
5. **Methods:** Outline the methods devised for achieving the goals under:
- Long Term Plan** - broad general statement on the method(s) of goal achievement.
 - Short Term Plan** - describe the specific methods which represent the steps or progression towards the overall goal - spells out clearly what will be done and how it will contribute to attainment of the long term goal.
6. **Problems Interfering with Treatment:** Describe possible obstacles that exist in this situation, which might interfere with goal achievement.

7. **Creative Alternatives:**

What do you think would be an ideal:

- milieu?
- set of goals - long term?
- short term?
- treatment or educational approach or methodology

Why?

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
CHILD & YOUTH WORKER PROGRAM

**ADDITION TO C.Y.W. PROGRAM POLICIES
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: _____

Date: _____



SAULT COLLEGE
CHILD AND YOUTH WORKER PROGRAM
CCW 415/426 - INTEGRATED SEMINAR 4
ASSIGNMENT - PRESENTING A ROLE PLAY DEMONSTRATION

Each student is to complete this assignment. Where students request, the assignment may be completed in pairs.

For this assignment, the students are to select a crisis situation, develop a case scenario, present it in a role play, discuss with the class the disposition of the case and debrief the role play.

Students may research and use material from any book other than the course texts. As an alternative students may create their own scenarios.

Role plays consist of a briefing, the role play and the debriefing including the class discussion and the re-orientation of the role players. Students leading this assignment may use volunteers from the class student group to assist as role players.

Students are advised to discuss in advance their plans for this assignment. Role playing and debriefing can be complicated - the instructor is experienced in this areas of learning and can provide the necessary guidance.

The scenario and the debriefing discussions are to be consistent with the material developed in the "crisis intervention" part of the course.

Most of these assignments will be scheduled from mid-October to the end of the fall semester. Some may be conducted in the winter semester due to scheduling necessities.

Students will be required to submit a brief typed summary of the case scenario and its disposition.

