

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 1997/JANUARY 1998
Previous Date: SEPTEMBER 1996

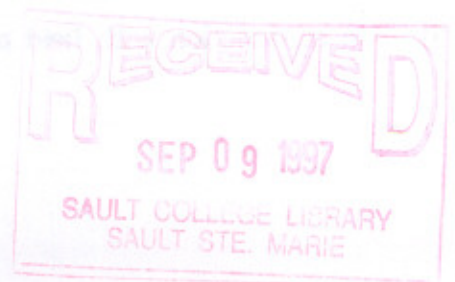
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APPROVED:

Hose
Dean, School of Human Sciences
and Teacher Education

June 18/97
Date

****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.
- h) utilize "outcome statements" when describing "client goals" or "program proposals".
- i) demonstrate self-awareness and describe a personal care plan.
- j) in conjunction with field placement, to author an original program proposal for funding.

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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. Baird, B.N. (1996) The Internship, Practicum and Field Placement Handbook, Toronto: Prentice-Hall

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 - 90% of class hours per semester is minimum. The total grade will be reduced if attendance falls below 90%. 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. Grade reduction will correspond to the percentage of classes missed. If less than 60% of classes are attended, the student may be asked to repeat the course
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.

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5. Completion of specific reports, at a graduate level. This is a student-directed responsibility. Specific reports include:
- Journal summaries,
 - Incident Reports, and
 - Case Reports.
 - 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.

- outstanding performance of requirements #1 through #4 as noted above (20% of final grade);
- plus
- performance of Requirement #5 as noted above, and at the following level (80% of final grade)

- one (1) oral presentation (either semester) following the "Case Report" form in Appendix I, beginning after mid-term in the fall

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
- three (3) written "Incident Reports" (see Appendix I); (one 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!

- plus
- one (1) "self care" plan (submitted by October 31, 1996; reviewed and updated by February 28, 1997), which is detailed, wholistic and answers such questions as "what", "when", "how often", "where", "with whom", etc.

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GRADING CONTINUED

plus - presentation of one role play/situation as described in class - see attached - grade for this to be consistent with final grade for course.
- related to the "Crisis Intervention" material - presentations to be scheduled all year

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.

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 - one (1) written "Case Reports" (one per semester-typed);

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

plus - presentation of one role play as scheduled

plus - one "self care" plan (see earlier note)

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);

plus - one "self care" plan (see earlier note)

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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.

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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:**

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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. Summarize this section with a brief statement which defines the problem. Use of a "model" may be helpful, as a context for the case, eg. Behavioural, ecological, psychodynamic, etc.

4. **Goals:** Briefly describe the goals (what you are attempting to accomplish) and how they logically flow from the problem definition. These must be stated as observable outcomes.

5. **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 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:

- a) milieu?
- b) set of goals – long term?
– short term?
- c) 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: _____

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CCW 415/426 - INTEGRATED SEMINAR 4
ASSIGNMENT - PRESENTING A ROLE PLAY DEMONSTRATION

Students will work in "pairs" to complete this assignment.

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 a variety of sources beyond the course texts. Students may create their own scenarios, or use those presented in books.

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 professor is experienced in this area 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.

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

Both students must show equal input into this project. Both will receive the same grade unless substantial circumstances determine otherwise. Students must submit a "self grade report", which identifies the letter grade they should receive and the rationale. This report must be signed by both students in the presence of the course professor.