



## I. COURSE DESCRIPTION:

This course is designed as a follow-up to Seminar 415, 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.

## 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 audiences, 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
  - c. 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. develop a personal self-care plan, and update it regularly
  - 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. evaluate own performance using College reporting formats and evaluations.
3. Promote overall well-being and facilitate positive change for children, youth and their families.

### *Potential Elements of the performance:*

- a. Utilizing fieldwork experience, develop a case report in order to facilitate positive change with a client, group or program.
- b. Write and present incident reports in order to reflect on and learn from practical experiences.

4. Identify and use professional development resources and activities which 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. REQUIRED RESOURCES/TEXTS/MATERIALS:**

In addition to the resources of the College, students will be required to obtain the following texts, available in the Campus Shop.

1. Corey, G. and Corey, M. (1998) *Becoming a Helper*, Toronto: Brooks-Cole (Wadsworth).

**IV. METHODOLOGY:**

There will be some lecture and considerable discussion, with a strong degree of input and initiative from the students. Guest speakers, demonstrations, and role-plays may 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%. Graduate level participation is expected and one cannot participate if absent! Allowances will be made 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 may be included here.

5. Completion of specific reports, at a graduate level. Specific reports include:
- a) Goal Setting Assignment
  - b) Self-Care Plan Update
  - c) Incident Reports – written and oral
  - d) Case Report – written and oral
  - e) Self-Evaluation Report
  - f) [Regarding (c) and (d), these are described in Appendix I of this course outline.]
  - g) Time Sheets to be submitted monthly with agency supervisor’s signature

**VI. GRADING:**

1. The final grade will be calculated according to the description of requirements.

|   |     |
|---|-----|
| a) Goal Setting Assignment - due second week of class -           | 10% |
| b) Self-Care Plan Update – due last class of January -            | 10% |
| c) One Written Incident Report – as per established schedule      | 10% |
| d) One Oral Incident Report – as per established schedule         | 10% |
| e) One Written Case Report – as per established schedule          | 20% |
| f) Oral Presentation of Case Report – as per established schedule | 10% |
| g) Self-Evaluation Report – due second week of April              | 10% |
| h) Attendance   | 15% |
| i) Supportive Contribution to Class Discussion                    | 5%  |

Total: 100%

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

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

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

**VII. COLLEGE GRADING SYSTEM:**

*The following semester grades will be assigned to students in postsecondary courses:*

| <u>Grade</u> | <u>Definition</u>   | <u>Grade Point Equivalent</u> |
|--------------|---|-------------------------------|
| A+           | 90 - 100%   | 4.00                          |
| A            | 80 - 89%  | 3.75                          |
| B            | 70 - 79%  | 3.00                          |
| C            | 60 - 69%  | 2.00                          |
| R (Repeat)   | 59% or below  | 0.00                          |
| CR (Credit)  | Credit for diploma requirements has been awarded.   |                               |
| S            | Satisfactory achievement in field placement or non-graded subject areas.  |                               |
| U            | Unsatisfactory achievement in field placement or non-graded subject areas.  |                               |
| X            | A temporary grade. This is used in limited 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. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.  |                               |

**VIII. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**IX. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**X. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean’s secretary. Students will be required to provide a transcript and course outline related to the course in question.

**APPENDIX I - Specific Reports - Outline**

**A) INCIDENT REPORT**

1. Field Placement Agency:
2. Child & Youth Worker Student's Name:
3. Date:
4. Background to Incident: Describe the participants and specific events, which led up to this situation.
5. Description of Incident: Describe fully a significant interaction or helping situation, which occurred. (Mention pertinent details).
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), and what you believe the client learned from the situation. Is there any way you would handle this situation differently in the future? Be creative in your approach.

**B) CASE REPORT - MUST BE TYPED!**

1. Agency Name:
2. Child and Youth Worker Student Name:
3. Date:
2. Problem Presented:  
\* Note: The case may refer to an individual or a group or a program. Students are advised to discuss this with the instructor, especially if client contact is limited.

Outline the problem, giving pertinent background details in sufficient depth to outline the situation. For example, you may include references to: issues of development, family dynamics; treatment complications; etc.

Include in this section an identification of the strengths of the individual or group or program.

Summarize this section with a brief statement, which defines the situation. (Use of a "model" may be helpful, as a context for the case, (e.g. behavioural, ecological, psychodynamic, etc.)

3. 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.
4. 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 or Barriers Interfering with Treatment: Describe possible obstacles that exist in this situation, which might interfere with goal achievement. Include a method to overcome these difficulties.
7. Any other creative alternatives or options that you may wish to include.
8. Method of evaluation in order to assess problem resolution.



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