

I. COURSE DESCRIPTION:

This course will provide students with a practical orientation to the Youth Criminal Justice Act. This will include a review of origins and philosophical principles, and how legislation is operationalized, with an emphasis on the local service delivery system. It will examine the role of the CYW in the prevention of youth crime as well as in intervention at the community level, in custody settings and elsewhere in the criminal justice system. It will focus particularly on treatment of youth in conflict with the law, including both general and specific programming techniques. The course can be viewed as a consolidation of related course content leading to refinement of skills applicable to youth criminal justice. The format will include a combination of lectures, guest speakers, audio-visual presentations and class discussion.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

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

1. Collect, analyze and organize relevant and necessary information from a variety of sources pertaining to youth criminal justice in Canada.

Potential Elements of Performance

- identify the nature of the information required
- investigate sources of information (including legislative documents, journals, texts and Internet)
- gather information from the most appropriate sources
- examine the information and select what is most relevant, important and useful to a CYW working with youth in conflict with the law, those at risk of offending and/or their families.
- interact with others in groups or multi-disciplinary teams in ways that contribute to effective working relationships and meet the needs of clients within the context of their current environments, including educational, familial, community and/or custodial settings.
- utilize theoretical concepts in planning, implementing and evaluating activities and programs which respect culture and which promote overall well-being and facilitate positive change for youth in conflict with the law, those at risk of offending and/or their families.

Potential Elements of the Performance

- assess, in collaboration with relevant others, the cultural, developmental and social needs of individuals and groups in the context of their current environments, including educational, familial, community and/or custodial settings
- plan and implement selected strategies to meet client needs within the context of their current environments.
- evaluate the results of implemented strategies and make necessary adaptations which facilitate positive change.
- utilize therapeutic activities to maximize learning and growth for youth in conflict with the law, those at risk of offending and/or their families.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE (CONT'D)

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

2. Interact with groups or multi-disciplinary teams in ways that contribute to effective working relationships and meet the needs of clients within the context of their current environments, including educational, familial, community and/or custodial settings.

Potential Elements of the Performance

- identify the tasks to be completed
 - establish strategies to accomplish the tasks
 - identify roles for members of the team/group
 - clarify one's own roles and fulfill them in a timely fashion
 - treat other members of the group equitably and fairly
 - contribute one's ideas, opinions and information while demonstrating respect for the contributions of others
 - employ techniques intended to bring about the resolution of any conflicts
 - regularly assess the group's progress and interactions and make adjustments when necessary.
3. Communicate clearly, concisely and correctly in the written, verbal and visual form that fulfills the purpose and meets the needs of the audience.

Potential Elements of the Performance

- plan and organize communications according to the purpose and audiences
- choose the format appropriate to the purpose (logs, memos, reports, face-to-face meetings, etc.)
- incorporate the content that is meaningful and necessary
- produce material that conforms to the conventions of the chosen format
- use language and style suited to the audience and purpose
- ensure that the materials are free from mechanical errors

III. TOPICS:

- 1) Review of legislation (YCJA, CFSA)
- 2) Review of local service delivery system
- 3) Profiling youth in conflict with the law: Myths and Facts
- 4) Teaching Prosocial Competencies (interpersonal skills, anger management, moral reasoning training, empathy training, etc.)
- 5) Practical Application of Case Management Techniques
- 6) Social Issues which impact directly on the youth criminal justice system
- 7) Appropriate Application of Confrontation Skills
- 8) The Role of the CYW in correctional settings

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Winterdyk, J. and Smandych, R. (2012). *Youth at risk and youth justice: A Canadian overview*. Don Mills, ON: Oxford University Press.

Information will also be drawn from a number of local, provincial and federal sources, including Dept of Justice Canada website (www.justice.gc.ca and following links to “YCJA Explained”) and the Ministry of Children and Youth Services website (www.children.gov.on.ca and following links to “Youth Justice Services”)

V. COURSE REQUIREMENTS:

1) **Attendance and Participation:**

Attendance and participation will be calculated based on a 3 hour class over a 15 week period (45 hours).

Participation is based on the criteria outlined in the Student Package related to the student’s ability to attend, participate in discussions and activities and their overall contribution to the classroom environment. See Student Package for further details related to expectations for participation.

2) **Group Counselling Practice Sessions:**

In groups of 2 students will prepare and co-facilitate a 45-minute group session on a topic relevant to youth in conflict with the law (or youth at risk) i.e. anger management, stress management, problem-solving skills, interpersonal skills training, parenting skills, safe sex etc. Topics will be explored as a group at the beginning of the semester. 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. The expectation is that all members of the group will participate. The instructor will debrief the practice sessions with the class and provided relevant feedback related to conducting groups with adolescents who offend. **Groups and topics will be determined at the first class.**

Students will need to attend class in order gain the valuable learning experience of being a member of these sessions. **Due to the nature of these exercises, students cannot be evaluated if they are absent.**

3) **Reflection Papers:**

Students will be required to submit 4 reflection papers (5 marks each) based on specific topics, readings and presentations related to this course. The reflection papers will assist in classroom discussion and exploration of specific issues related to youth in conflict with the law and will help the student demonstrate their knowledge and understanding of the concepts reviewed.

4) **Mid-term and Final Test**

***NOTE:** Tests and presentations need to be done on the assigned day. If a student misses a presentation date, there may be no opportunity to present on an alternate date. Students are expected to communicate with their professor in a professional manner regarding any difficulties that may arise in this regard.

Tests may be **ONLY** be rescheduled with instructor’s permission **PRIOR** to the date of the test. If you arrive late for a test, you may enter the classroom and begin to write the test, provided no one has left the classroom.

VI. EVALUATION PROCESS/GRADING SYSTEM:

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| 1) Attendance and Participation | 20% |
| 2) Mid-term and Final Tests @ 20% each | 40% |
| 3) Group Counselling Practice Sessions | 20% |
| 4) Reflection Papers (4 x 5 marks) | 20% |

The following semester grades will be assigned to students in post-secondary courses:

<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.	
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.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VII. SPECIAL NOTES:

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.

Students may not be allowed to enter the classroom once the class has begun depending on the focus of the session. Students may be asked to wait until the break to enter the classroom however the final decision rests with the professor.

VIII. COURSE OUTLINE ADDENDUM:

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