



## I. COURSE DESCRIPTION:

This course is designed as a follow-up to the previous Integrated Seminar course, and as a co-requisite to Community Practicum IV – CYW328-9. The focus will be on the student's growth and development both personally and professionally. The concept of "professionalism" will be explored with respect to career planning, commitment, communication and ethics. Self-assessment, interview skills and employment preparedness will be emphasized.

The articulation of the prevention and intervention strategies utilized in the field and related to the issues of youth, their families and their communities will also be included. The expectation will be that students share their experiences and support each other in their learning – as befits their professional development. It is further expected that students integrate their academic learning into their experiential learning in both *oral* and *written* formats within the seminar class. The principles of the course are designed to develop one's self-understanding and self-evaluation and as a helping professional based on the ethical principles of the OACYC.

## 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 audience, by completing various written and oral reports as outlined herein;
  - b. Choose the format appropriate to the purpose;
  - c. Incorporate the content that is meaningful and pertinent;
  - c. Evaluate communications and adjusts 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. Describe own professional role and identity;
- b. Articulate personal career goals within the context of lifelong learning;
- c. Maintain professional boundaries with clients and colleagues;
- d. Establish reasonable and realistic personal goals for oneself to enhance work performance;
- e. Plan and implement self-care strategies in order to main personal and professional well-being;
- f. Apply organizational and time-management skills;
- g. Evaluate own performance using College reporting formats and evaluations as well as reflecting supervisory input.

3. **Promote overall well-being and facilitate positive change for children, youth and their families.**

*Potential Elements of the performance:*

- a. using treatment principles, apply same to placement settings;
- b. initiate programming and activities, within the parameters of the placement setting,

4. **Develop skills in entrepreneurship and community development.**

*Potential Elements of the performance:*

- a. complete one “project proposal for funding and/or implementation” which obtains approval of placement site supervisor and College CYW faculty

5. **Identify and use professional development resources and activities that 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. LEARNING RESOURCES:**

Burns, M. (2012). *The self in child and youth care: A celebration*. Kingston, ON: Child Care Press.

Student Membership in OACYC: Membership will remain in effect for several months following graduation and should be included on students’ Resumes. Proof of membership must be shown to the course professor in order to be eligible for scholarships and bursaries that include this criterion.

Sault College Child and Youth Worker program policies, course outlines and student assignment package. A personal day-timer is also recommended as it is the responsibility of the student to work with their program and agency supervisors in arranging placement evaluation meetings.

### **IV. METHODOLOGY:**

There will be some lecture and considerable discussion, with a strong degree of input and initiative from the students. Guest speakers may be utilized as well.

\* 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. COURSE REQUIREMENTS

1. Preservation of confidentiality as per CYW policy on confidentiality
2. Regular attendance; graduate level participation is expected which includes support of one's classmates. Allowances will be made for absence due to illness and emergencies with communication to the professor. The professor reserves the right to ask for verification of absence in any case. Grade reduction will correspond to the percentage of classes missed as well as overall participation as per grading criteria.
3. Punctual completion of various assignments and any supplemental reading is expected for a graduating student. Completion of specific reports, at a graduate level. This is a student-directed responsibility. Grading criteria and dates for these assignments to be provided. The instructor will determine the grading for this section. Late assignments will be deducted one percentage for every day it is late.

### 4. *Punctual submission of documentation is required:*

*Time Sheets to be submitted monthly with agency supervisor's signature, initials and student's signature.* If time sheet is not received within one week of month's end, a deduction of 2% from participation grade will occur. Student will have opportunity to earn back .5% for each time sheet handed in on time after that point in the semester. If late a second time, follow-up with the college field placement supervisor will be required and placement may be suspended until hours can be verified. *Mid-term and final evaluation forms must similarly be submitted within one week of due date. Failure to submit forms may result in suspension of placement. Any time missed due to placement suspension must be made up* in order for student to be successful. If there is no opportunity for make up time due to the nature of the placement (or if the supervisor is unwilling or unable to negotiate a make-up schedule) the student may be assigned a failing grade in both practicum and seminar. Additional reporting and monitoring requirements for individual students, as assigned by the individual placement or by the College fieldwork supervisor.

*\*Note: For those students in good academic standing who are taking both Community Practicum III/CYW307 & CP IV/CYW328 with the co-requisites Integrated Seminar III/CYW304/ & Integrated Seminar IV/CYW325 out of sequence, with special permission of the program coordinator and the teachers involved, the following applies:*

- *Provisions will be made to accommodate evaluation of assignments related to the proposal (i.e. the usual order is the draft is due in seminar III and full proposal due in seminar IV). However, for these students, the order will be reversed. The draft will need to be related to the new placement site.*

**VI. GRADING:**

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

a) Goal Setting Assignment	5%
b) Incident Report (written and presented orally)	10%
c) Proposal	15%
d) Self-evaluation report – due last week of class	10%
e) Self-presentation (as per schedule)	15%
f) Personal Reflections	30%
g) Attendance, contribution to class discussion and support of classmates – including practice interviews	15%

Total: 100%

**NOTE:** The presentation and assignment 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. Professional communication is expected as a competency of a graduating student.

**VII. COLLEGE GRADING SYSTEM:**

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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: 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.***

**VIII. SPECIAL NOTES:**

Attendance:

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.

**IX. COURSE OUTLINE ADDENDUM:**

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