# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

## COURSE OUTLINE

**COURSE TITLE:**  INTEGRATED SEMINAR II

**CODE NO. :**  CYW200  **SEMESTER:**  Winter

**PROGRAM:**  CHILD AND YOUTH WORKER

**AUTHOR:**  CYW Faculty Team

**DATE:**  Dec 2015  **PREVIOUS OUTLINE DATED:**  May 2015

**APPROVED:**  'Angelique Lemay'  Dec/15

DEAN  DATE

**TOTAL CREDITS:**  3

**PREREQUISITE(S):**  CYW 100
**CO REQUISITE**  CYW 202

**HOURS/WEEK:**  2

## I.    COURSE DESCRIPTION:

This course is a co-requisite to Community Practicum 2. Its focus is on professional skill development, with a particular emphasis on prevention and intervention strategies for youth-at-risk, and standards of professional conduct. Students will use self-reflection activities, self-care processes and responsiveness to feedback as tools for enhancing their own professional competence. Reference will be made to material drawn from other CYW courses.

The fieldwork and seminar format enables students to gain self-confidence in their abilities, become aware of their motivations and share their problems, anxieties and feelings. This class also assists the students with understanding the broader social context involved in an individual child's life (i.e. family, peers and community). The holistic approach is emphasized as students learn to become competent workers in this profession.

## II.    LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

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

**Collaborate with others and form professional relationships in order to enhance the quality of services for children, youth and families**

Potential Elements of the Performance:

Contribute to the team environment in a manner that reflects an attitude of cooperation and professionalism

Consult and collaborate with others to gain an integrated understanding of clients and client situations

Evaluate and act upon constructive feedback

**Define behaviour and examine one's own behaviour as a professional**

Potential Elements of the Performance:

Clearly identify the differences between perception and behaviour

Examine and evaluate one's own behaviour with regard to intervention strategies with clients

Examine and evaluate one's own behaviour as a member of a working team at the placement site

Identify learning goals for professional development and the strategies to accomplish these

Incorporate feedback and suggestions made in the classroom, through supervision and in reports

Evaluate own state of wellness from a holistic perspective as part of an ongoing strategy for professional success

**Make and utilize observations and communicate observations effectively in oral and written forms**

Potential Elements of the Performance:

Apply the methodologies of observation pertinent to a practical setting

In both oral and written reports, and in electronic communication, use language that is suitable to the profession

Utilize human relations skills in sharing observations and in giving feedback to fellow classmates/colleagues

Write effective goal statements

**Demonstrate and utilize self-awareness to enhance professional competence**

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 (or, their current milieu).

Plan and implement selected strategies to foster and utilize therapeutic environments

Evaluate the results of implemented strategies and make necessary adaptations which facilitate positive change.

Examine the impact of personal values and beliefs on actions and decisions

## III. TOPICS:

1. Professional Obligations (attached)

2. Application of field related skills, knowledge and attitudes to placement setting (i.e. knowledge of child and adolescent development, counselling skills, group dynamics, activity planning and oral and written recording techniques)

3. Professional standards, ethics, and practice

4. Establishment, attainment of, and evaluation of individual learning goals

5. The use of milieu in child and youth work

6. Self-Care

## IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Burns, Michael (2006). *Healing Spaces*. Kingston, Ontario: Child Care Press.
Community Practicum Package provided by College

**V.**    **COURSE REQUIREMENTS:**

1.    Preservation of confidentiality as per CYW policy. Seminar discussions fall within the scope of the CYW confidentiality policy.

2.    Students are requested to provide both a phone number and an email address in order to facilitate communication between faculty, placement supervisors and students.

3.    Demonstration of professional communication and interaction skills: Throughout the semester, students will have opportunities to reflect upon, and answer questions about their ongoing placement experiences and offer their reflections and input regarding the placement experiences of others.  They will demonstrate professional communication and interaction skills by collaborating effectively with peers in classroom exercises and activities, by showing support for others, sharing ideas and taking appropriate professional risks within the context of a learning environment.  They will demonstrate their ability to respond to feedback in a professional manner.  Simply "attending" will not fulfill the requirements of this component of the course requirements; however, regular attendance will provide the best opportunity for demonstration of these skills.

*Note:  Failure to complete seminar assignments and/or community practicum hours can result in a repeat of both the Seminar and Community Practicum courses as they are co-requisite graduation requirements.*

4.    Submission of <u>learning goals assignment</u> that includes at least two professional goals for the student on placement.  Format as per rubric on D2L. **Agency placement supervisor must verify by signature on monthly timesheet**

5.    Two <u>incident reports</u> - one to be presented orally and another submitted in writing.  Format as per rubric on D2L. **Agency placement supervisor must verify by signature on monthly timesheet**

6.    One written <u>treatment plan</u> to be submitted. Format as per rubric on D2L. **Agency placement supervisor must verify by signature on monthly timesheet.**

7.    Planning, leading and evaluating an <u>activity</u> in the placement setting with specific therapeutic goals. Write-up is required. Format as per rubric on D2L. **Agency placement supervisor must verify by signature on monthly timesheet.**

8.    A <u>field placement review</u> is to be completed.  Format as per rubric on D2L.

**VI.    EVALUATION PROCESS/GRADING SYSTEM:**

| | |
|---|---|
| Learning Goals assignment | 10% |
| Two Incident Reports (one oral and one written) | 20% |
| Activity Report | 20% |
| Treatment Plan | 20% |
| Field Placement review | 10% |
| Demonstration of Professional Interaction and Communication Skills | 20% |
| Total | 100% |

NOTE:  All assignments must be submitted/presented on the due date.  Late submissions will be subject to a penalty of 1% per day of your overall course mark.

Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment.  Students are encouraged to communicate with their instructor, **prior to the assignment due date**, if extenuating circumstances exist and request an extension.  Granting extensions is up to the discretion of the instructor.

The presentation and assignment schedules will be established with in the first two weeks 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 following semester grades will be assigned to students:***

| Grade | Definition | Grade Point Equivalent |
|---|---|---|
| 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 (see *Policies & Procedures Manual - Deferred Grades and Make-up*).

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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## VII. 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.

All courses in the Child and Youth Worker program follow the Fatal Error Policy, including APA standards for all assignments submitted. This policy will be discussed in class and posted on D2L.

## VII. COURSE OUTLINE ADDENDUM:

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