

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** CHILD AND ADOLESCENT ISSUES

**CODE NO. :** NSA 222 **SEMESTER:** THREE

**PROGRAM:** NATIVE COMMUNITY WORKER

**AUTHOR:** Lisa Piotrowski

**DATE:** SEPT/01 **PREVIOUS OUTLINE DATED:** SEPT/00

**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** THREE

**PREREQUISITE(S):** NSA 111

**LENGTH OF COURSE:**

16

**TOTAL CREDIT HOURS:**

45

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*For additional information, please contact Judi Maundrell, Dean*  
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**I. COURSE DESCRIPTION:**

Students will be introduced to a variety of issues that significantly alter the dynamics of family life. Community workers who are aware of issues and services available can provide more effective and informed assistance.

This course will provide a study of issues that affect children and adolescents. Included will be an introduction to such issues as Learning Disabilities, Fetal Alcohol Syndrome, Runaways, Suicide and Teen Sexuality. The perspective of how these issues can be dealt with using the Medicine Wheel teachings and its ability to assist the child/adolescent with these issues will also be a focus.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Utilize the terminology related to the issues of Learning Disabilities (LD), Fetal Alcohol Syndrome (FAS)/Fetal Alcohol Effects (FAE), Developmental and Physical Challenges, Sexuality and Suicide.

Potential Elements of the Performance:

- Identify proper terminology for use with specific challenges and issues identified above
  - Properly integrate terminology in case management capacity and with clientele
2. Apply knowledge of characteristics/situational clues related to LD, FAS/FAE, Developmental and Physical Challenges and Suicide issues in children/adolescents and their families.

Potential Elements of the Performance:

- Identify characteristics/situational clues of above to educate, motivate and prevent further complications or safety issues for clientele
- Analyze family and individual dynamics related to above issues

3. Create and adopt a personal style of educating family members on the ramifications of issues that challenge family functioning.

Potential Elements of the Performance:

- Educate family members on academic, social and behavioral consequences
  - Integrate knowledge of issues with interpersonal helping skills for intervention
4. Direct families to appropriate services available in the local network which will ensure that they are assisted in the most informed and proactive manner possible.

Potential Elements of the Performance:

- Identify and relate information on referral sources for family and individual support
- Advocate for clientele with related agencies and support networks
- Provide clientele with related information and education sources to self-advocate

**III. TOPICS:**

1. Learning Disabilities Types/Terminology
  - 1.1 Academic Consequence
  - 1.2 Behavioural Consequences
  - 1.3 Services/Agencies AvailableHandouts, Lecture, Film - "Fat City," Class Discussion
2. Development & Physical Changes
  - 2.1 Introduction to Types/Terminology
  - 2.2 Educational Issues
  - 2.3 Families' Interdependence with Agencies/Services AvailableHandouts, Guest Speaker, Lecture, Class Discussion
3. Fetal Alcohol Syndrome/Fetal Alcohol Effects
  - 3.1 Compare--Contrast Terminology
  - 3.2 Consequences/Characteristics
  - 3.3 Agencies/Services AvailableHandouts, Lecture, Class Discussion, Film, Guest Speaker

4. Sexuality
  - 4.1 Terminology/Age Appropriate Behaviour
  - 4.2 HIV/AIDS/STDs
  - 4.3 Educating/Informing
  - 4.4 Teen Pregnancy
  - 4.5 Agencies/Services AvailableHandouts, Guest Speakers, Film, Lecture, Class Discussion
  
5. Runaways/Homeless
  - 5.1 Motivators
  - 5.2 "Street" Environment
  - 5.3 Related Issues
  - 5.4 Agencies/Services AvailableHandouts, Lecture, Class Discussion, Film
  
6. Suicide
  - 6.1 Terminology
  - 6.2 Prevention Issues
  - 6.3 Identification Strategies
  - 6.4 Postvention Principles & StrategiesHandouts, Lecture, Class Discussion
  
7. The Circle of Courage Approach

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Reclaiming Youth at Risk: Our Hope For The Future, Author: Brendtro, Brokenleg and Bockern.

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

<b>EVALUATION METHODS:</b>	<b>PLANNED DATES - WEEK OF:</b>
Test #1	25% (Due date: October 15)
Test #2	25% (Due date: December 3)
Book Report	15% (Due date: November 12)
Case Study #1	15% (Due date: October 22)
Case Study #2	15% (Due date: December 10)
Periodical Assignment	5% (Due date: September 24)
<b>TOTAL</b>	<b>100%</b>

- A. There will be **two (2) tests**. The first test will cover the first half of the course which deals with children's issues. The second will deal with the adolescent issues, the second half of the course. **Tests CANNOT be re-written in order to obtain a higher grade. Tests May be rescheduled, at the instructor's discretion, for Substantial and substantiated reasons for absence on test Day. Students who miss a test MUST make rescheduling Arrangements directly and immediately with the instructor.**
- B. There will be **one book report** to complete for this course. Each Student is to select one book, preferably non fiction, for supplementary reading. The book should focus on one of the issues dealt with in the course. Each book **MUST** be approved by the instructor if not on the Book List provided.

Students are expected to read these books on their own time. Following completion of the book, students are to write a brief paper (3-5 typewritten pages) covering the following sections:

1. Brief summary of the book (5%)
2. Summary of student's personal reaction to the book with specific references to the book (5%)
3. Summary of how information from class fits into the material presented in the book and if this enhanced understanding of the material and how did it do so? (5%)

This report (each report is worth 15%).

**PLAGIARISM (n): "the offering of another's artistic or literary work as one's own" - Webster Dictionary. It is theft! It could result in 0. DON'T DO IT!!!**

- C. **Case studies** will expose students to "real life" client profiles. In the first case study, the students will create a Family Profile from the information. The Family Profile will follow the format provided in class and give the students the opportunity to use written analytical skills in a practical setting. In the second case study, the student will develop a Plan of Care for a "client" who is experiencing an issue covered in this course, e.g. Suicide. The Plan of Care will be a proactive approach to proposed interaction with this "client." It will also follow a format to be provided in class.
- D. The **Periodical Assignment** is intended to expand the students' Awareness of different avenues of assistance for families. Each Student will independently research a list of periodicals available to Families dealing with an issue (ie.: autism). The issue chosen does not need to be on the course topic list but must be approved by the instructor. Specifics on format and process will be provided in class.

***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.	

**VI. 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.

**Significant learning takes place in the classroom through an interactive learning approach; therefore, ALL students must attend 60% of the classes to obtain a passing grade.**

**ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per each day late.**

**VII. 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.

**VIII. 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.