



## **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, audiovisual presentations and class discussion.

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

Upon successful completion of this course the C.I.C.E. student with the assistance of a Learning Specialist, will demonstrate the basic 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 C.I.C.E. student with the assistance of a Learning Specialist will demonstrate the basic 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:

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

#### V. COURSE REQUIREMENTS:

- 1) In Class Student Practice Sessions (Skill Demonstration) and Participation:

In groups of 2 students will prepare and co-facilitate a 30-minute 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. Feedback from the instructor and classmates will assist the student in completing their Reflection Paper outlined below. 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 be expected to participate in several group counselling sessions lead by their peers. As a participant, students will be graded on their willingness to participate, their level of participation in the group itself and their ability to support the learning experience of their peers. Students will be expected to hand in one feedback sheet per group practice session. The student’s responses on the feedback sheet will provide the instructor with an assessment of the knowledge acquired through participation, feedback and discussion related to facilitating groups for young offenders. A final mark out of 6 for each session (8 sessions) will be given to reflect the student’s comprehension and skill acquisition related to group work for this population.

Students will need to attend class in order to participate in these practice sessions and 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.**

2) Reflection Paper:

Students will be required to submit within a week of their practice session a typed written reflection paper about their practice session experience including: a brief overview of the topic/issues; their personal and professional reactions to leading a session of this nature, their strengths and challenges as a co-facilitator, and what they learned about themselves from the feedback from the instructor and their peers. Outlines for the reflection paper will be distributed during the first class.

3) Choice:

a. Research Paper

Student will be required to write a 4 -6 page research paper on a topic of their choice related to adolescents in conflict with the law. The paper needs to be written in APA format and must be double spaced and type written. Expectations related to APA format will be reviewed and distributed in class.

b. Small Group Presentation:

Each group of students will choose from the assigned range of topics related to youth in conflict with the law: Details to be given in class and included in Student Package

4) Mid-term and Final Test

5) Each student will complete one in-class case studies. Details will be provided in class.

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

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

1. Attendance	10%
2. Skill Development and Participation (Reflection Papers x 8)	20%
3. Mid-term and Final Tests @ 15% each	30%
4. In Class Case Study	20%
5. Project Choice of:	
a. Research Project	20%
b. Presentation	20%
c. Group Session for Young offenders	20%

<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:

### 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.

*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.*

## **VII. COURSE OUTLINE ADDENDUM:**

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

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.