

I. COURSE DESCRIPTION:

This course is designed as a corequisite to Fieldwork II. The focus will be on the articulation of the prevention and intervention strategies utilized in the field and on the issues of youth at risk. The principles that will be learned will apply to both the behaviour of others and to one's own behavioural responses as a helping professional. Reference will be made to material drawn from other CYW courses.

The field work 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 that is involved in an individual child's life i.e., family, peer group, 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 demonstrate the ability to:

1. Define behaviour and examine one's own behaviour as a professional.

Elements of the Performance:

- i) describe and demonstrate the differences between perception and behaviour.
- ii) examine and evaluate one's own behaviour with regard to intervention strategies with clients.
- iii) examine and evaluate one's own behaviour as a member of a working team at the placement site.
- iv) identify learning objectives for one's professional development and the strategies to accomplish these.
- v) incorporate feedback and suggestions made in the classroom, through supervision and in reports.

2. Develop observation skills and communicate these observations effectively in oral, written, and nonverbal forms.

Elements of the Performance:

- i) apply the methodologies of observation pertinent to a practical setting.
- ii) use language in both oral and written reports that is suitable to the profession.
- iii) utilize basic human relations skills in sharing observations and in giving feedback to fellow classmates/colleagues.

3. **Perform ongoing self-care to enhance professional competence.**

Elements of the Performance:

- i) evaluate one's wellness plan as part of an ongoing success strategy.
- ii) review the results of one's actions and decisions.
- iii) reflect and evaluate on strategies used in the setting.
- iv) identify any errors and make corrections as required.
- v) examine the impact of personal values and beliefs on actions and decisions.
- vi) evaluate and act upon constructive feedback.

III. TOPICS:

1. Professional Obligations (attached).
2. Theories and practice of child and adolescent development, counselling, group dynamics, activity planning and oral and written recording techniques.
3. Application and rationale for use of these techniques coupled with professional standards and practice.
4. The holistic approach to understanding and working with the child.
5. Field placement experience will be utilized and processed as part of a shared professional learning.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Texts: "Youth At Risk." Capuzzi, Dave & Gross, Douglas. American Association for Counselling and Development. 1989.

"Becoming a Helper." Corey and Corey. Brooks/Cole. 1993.

V. REQUIREMENTS:

1. Preservation of confidentiality as per CYW policy.
2. Regular attendance at Integrated Seminar. This means 80% of classes per semester is required as a minimum attendance. The total grade will be reduced overall to reflect any discrepancies. **Failure to meet a minimally acceptable level of attendance can result in a repeat of this course as well as the corequisite of field work II.**
The purpose of attendance is to ensure that presentations are done before a receptive, contributing audience as well as to allow students to demonstrate their professional commitment. Professional-level participation is expected and one cannot participate if absent!

Allowance is made for exceptional illnesses and emergencies - the instructor reserves the right to ask for verification of absence in any case.

3. Professional-level participation in presentations and discussions.
4. Students will be expected to present an oral review of a chapter from Youth at Risk. This may be done either alone or in pairs. The student will briefly present the behavioural indicators as they affect the young person and the intervention strategies presented. The application to one's own placement is expected to be discussed as well. The presentation should be approximately 15 minutes in length.
Due date _____
5. Two oral incident reports will be expected. Dates to be announced in class.

First oral due: _____
Second oral due: _____
6. One written incident reports will be expected - as per incident report guideline. Dates to be scheduled in class.
Due Date: _____
7. One written seminar report is due - as per outline. Date: end of third month of placement.
8. One activity report on activities that have been initiated and carried out by the student. The reports need to describe the activity, the materials used, the therapeutic goal, the process including any modifications and/or interventions necessary, as well as the evaluation of the activity and any changes that you would make in the future.
Due date: end of third month of placement:
9. The field placement review is to be completed - both oral and written - as per format. The oral presentation schedule will be done in class.
The written report is due: _____.

VI. EVALUATION PROCESS/GRADING SYSTEM:

Two Oral Incident Reports (2 x 10)	20%
One Written Incident Report	10%
Seminar Report	10%
Activity Report	10%
Chapter Report (Oral)	10%
Field Placement review (oral and written)	20%
Attendance	20%
Total	<u>100%</u>

The instructor has the prerogative of assigning a repeat presentation or rewrite if either is not performed at a suitable level. This will be explained in class, in order that everyone is aware of the expectations. If this cannot be done for any reason, the student's grade will reflect this. Assignments that are consistently late will also be reflected in the grading system.

Evaluation of the final grade will be based not merely on quantity of work but on quality of work as well, for example, an "A" can be earned only if "A" reports are written. Participation in discussions is also a requirement. A+ can be earned with full participation in each class with reports typed, free of errors and on time. Examples of participation include shared insights, support and respectful comment.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	Grade Point <u>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 & 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.	

VII. REPORTS – FORMAT GUIDELINES:

A. INCIDENT REPORT

1. Field Placement:
2. Child and Youth Worker Student:
3. Case Name: (Leave Blank)
4. Date:
5. Description of Incident: Describe fully a significant interaction or helping situation which occurred during the week. (Pertinent details).
6. Background to Incident: Describe the participants and specific events which led up to this situation.
7. Disposition of Situation: Describe the manner in which this situation was handled and why it was handled this way.
8. Evaluation of Action Taken: Describe what you learned from this situation (positive or negative), what you believe the client (child) learned from the situation.
9. Creative Evaluation:
 - a) How would you handle the situation in the future, given the same set of circumstances.
 - b) Explain your rationale.

B. SEMINAR REPORT

1. Child and Youth Worker Student:
2. Placement: Date:
3. Problem Presented: Outline the problem, giving pertinent background details.
4. Problem Defined: Brief description of the problem broken down into specific areas that are workable.
5. Goals: Briefly describe the goals (what you are attempting to accomplish) which logically flowed from the problem definition.
6. Methods: Outline the methods devised for achieving the goals under:
 - a) Long Term Plan - broad general statement on the method(s) of goal achievement.
 - b) Short Term Plan - describe the specific methods which represent the steps or progression towards the overall goal - spells out clearly what will be done.
7. Problems Interfering with Treatment: Describe possible obstacles that exist in this situation, which might interfere with goal achievement.
8. Creative Alternatives:
What do you think would be an ideal:
 - a) milieu
 - b) set of goals - long term
 - short term
 - c) treatment or education, approach or methodology

Why?

C. FIELD PLACEMENT REVIEW

The student will submit a written report on his/her placement. The paper should be thorough and developed along these guidelines:

1. General philosophy/ideology of the placement agency.
2. The target group/population served by the agency (age, sex, types of problems, groups they won't serve).
3. The goals and objectives for the clients in this agency.
4. The various methodologies used by the agency:
 - a) the stated methodologies
 - b) the methodologies actually employed
5. The program and administration staff structure of the agency. Show on a diagram the levels and types of staff. Indicate by arrows the system of reporting, responsibility, or accountability.
6. Describe the functions, jobs, assignments, purposes, and expectations of the student placement in this agency.
7. Place the student in your structure diagram(s).
8. Assess and evaluate (6). Was this placement worthwhile, challenging, educational, stressful, demanding, etc. How did the agency help you to fulfill your learning objectives? How would you change/improve your placement experience?
9. Assess (1) to (3). From your perspective, does the agency fulfill or accomplish its defined goals? Are its methods compatible and consistent with its stated philosophy and goals? Be prepared to support your statements with specifics.

D. ACTIVITY REPORTS (see section V8)

E. ORAL CHAPTER REPORT (see section V4)

VIII. PROFESSIONAL OBLIGATIONS:

1. To regard the welfare of the individuals, the groups, and the community you serve as your primary professional duty.
2. To hold yourself personally responsible for your professional conduct.
3. To be willing always to increase your professional competence and to willingly share your knowledge with others in your profession.
4. To strive to support the further development of your profession by participating to the best of your ability in related professional associations.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use care in expressing views on the findings, opinions, and professional conduct of colleagues, confining such comments to matters of fact and matters of his own knowledge.
7. To respect the privacy, dignity, and other rights of clients.
8. To use in a responsible manner information received in the course of professional relationships.

IX. 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.

X. 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.

XI. 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.

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
CHILD & YOUTH WORKER PROGRAM**

**ADDITION TO C.Y.W. PROGRAM POLICIES
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Child and Youth Worker Course Outline:

I, _____, have read the C.Y.W. Course Outline

For the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Dated: _____

* To All Students:

In order to assist you in your attempt to complete your course requirements, any special needs accommodation that you may require should be identified to the instructor. Please identify your concern before the next class and submit a written verification within these first three weeks.