



**I. COURSE DESCRIPTION:**

This course is designed as a co-requisite to Community Practice 2. The focus will be on the articulation of 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 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, 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:

**1. define behaviour and examine one's own behaviour as a professional.*****Elements of the Performance:***

- i) clearly identify 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. make and utilize observations and communicate observations effectively in oral and written forms.*****Elements of the Performance:***

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

**3. demonstrate and utilize self-awareness to enhance professional competence.*****Elements of the Performance:***

- i) evaluate one's own wellness from a holistic perspective as part of an ongoing strategy for professional success
- ii) review the results of one's actions and decisions
- iii) reflect on and evaluate 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. 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 and practice
4. Establishment, pursuit and evaluation of individual learning goals within a context of professional development, self-awareness and self-care
5. The holistic approach to understanding and working with clients

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

Field work package and course outlines for field work and seminar

Personal day timer or schedule book. Portable electronic scheduling devices may be acceptable after review by the course professor.

**V. REQUIREMENTS:**

1. Preservation of confidentiality as per CYW policy. Seminar discussions fall within the scope of the 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. Regular attendance at Integrated Seminar. **Failure to complete seminar assignments and/or to complete field placement hours can result in a repeat of this course as well as the corequisite of Fieldwork 2.** 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. The professor reserves the right to ask for verification of absence.
4. Professional-level participation in presentations and discussions.
5. Learning goal assignment is due the second week of seminar. Reflecting on your previous placement supervision, identify at least two learning goals for yourself, with methods, evaluation, and time lines clearly stated.
6. Two oral incident reports will be expected. Dates to be announced in class.  
First oral deadline: \_\_\_\_\_  
Second oral deadline: \_\_\_\_\_
7. One written incident report will be expected - as per incident report guideline. **Incident Report needs to be signed by your supervisor in the field.** Date to be announced class. (Oral incident report may be used here.)  
Deadline: \_\_\_\_\_
8. One treatment plan as per outline attached. **Must be signed.** Deadline:  
\_\_\_\_\_
9. One written report on activities that have been initiated and carried out by the student. The report needs 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. **Activity Report needs to be signed by your supervisor in the field.** Due anytime up to:  
\_\_\_\_\_
10. The field placement review is to be completed as per the attached format. Possible oral presentation schedule will be done in class. Deadline for written review: \_\_\_\_\_

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

Two Oral Incident Reports (2 x 10%)	20%
One Written Incident Report	10%
Treatment Plan	15%
Activity Report	15%
Field Placement review (written & oral)	10%
Learning Goal assignment	5%
Attendance & Participation	<u>25%</u>
Total	100%

The course professor has the prerogative of assigning a repeat presentation or assignment rewrite if either is not performed at a suitable level.

Late assignments will not be accepted and the student will receive a zero grade for a late assignment unless the student has notified the professor in advance of the due date that the assignment will be late, and unless that notification is supported by medical documentation that can be verified by the course professor.

Participation in discussions is also a requirement. Examples of participation include shared insights, support and respectful comment.

Other notes:

1. Electronic communications devices are to be turned off during class time. Failure to do this will result in exclusion from this course.
2. Laptops are permitted. Students who use their laptop for any reason other than class-related will lose the privilege of having a laptop in class.
3. Food is not permitted in the room during class time.
4. Students are expected to dress in a manner consistent with professional standards in Child & Youth Work.
5. Spelling, punctuation, and grammar do count in grading for all written assignments, and grammar will also count in oral presentations.
6. Students are advised to be familiar with the CYW program policies and the Sault College Code of Conduct.

*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 (see <i>Policies &amp; Procedures Manual - Deferred Grades and Make-up</i> ).	
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.

**VII. REPORTS and ASSIGNMENTS– FORMAT GUIDELINES:****A. INCIDENT REPORTS**

Field Placement Setting: \_\_\_\_\_

Child and Youth Worker Student: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

1. Description of Incident: Describe fully a significant interaction or helping situation that occurred on placement. The emphasis here is on your own involvement in the situation. (Pertinent details).
2. Background to Incident: Describe the participants and specific events that led up to this situation.
3. Disposition of Situation: Describe the manner in which this situation was handled and why it was handled this way. Again, the emphasis is on your own involvement.
4. Evaluation of Action Taken: Describe what you learned from this situation (positive or negative), and what you believe may have been learned by the other person (or people) involved in the situation.
5. Creative Evaluation:
  - a) How would you handle the situation in the future, given the same set of circumstances.
  - b) Explain your rationale.

**B. TREATMENT PLAN**

Field Placement Setting: \_\_\_\_\_

Child and Youth Worker Student: \_\_\_\_\_

1. Problem Presented: Outline the problem, giving pertinent background details.
2. Statement of Strengths and Needs. Identify in behavioural terms, two strengths and two needs the client has.
3. Goals: State two goals (what you are attempting to accomplish) that flow from the problem definition, strengths, and needs.
4. Methods: Outline two methods devised for achieving the goal and explain the rationale.
5. Problem Interfering with Treatment: Identify one barrier that exists in this situation which might interfere with goal achievement.
6. Creative Alternative: What do you think would be an ideal alternative to overcome the barrier and achieve problem resolution? Explain your rationale.

**C. FIELD PLACEMENT REVIEW**

The student will submit a written report on his/her placement. Overall agency or organization philosophy and goals may be presented; also the student should focus on their particular program. 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. Place yourself in your structure diagram.
7. Describe your functions, jobs, assignments, purposes and expectations in this placement.
8. Assess and evaluate: How did the agency help you to fulfill your learning objectives? What did you learn about yourself, the client population and the field? How would you change/improve your placement experience?

**D. ACTIVITY REPORTS**

1. Description of Activity – be thorough and include target group
2. Therapeutic Goal(s) of Activity – physical, social, emotional, cognitive. Be specific.
3. Materials Used
4. Implementation (including any necessary modifications and/or interventions required)
5. Evaluation of the activity (including any changes that you would make if you were to do the activity again)

**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, including but not limited to the preservation of client, colleague, and agency confidentiality.
8. To use in a responsible manner information received in the course of professional relationships.

**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: \_\_\_\_\_

**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 E1101 or call Extension 2703 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.

Communication:

The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

The professor may establish other communications systems. The professor will advise students of this, and of the availability for out-of-class assistance.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.

**Tuition Default  
Fall Semester**

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November, will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as a result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

**Tuition Default  
Winter Semester**

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of March, will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as a result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

**X. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.