



## I. COURSE DESCRIPTION:

This course is designed as a follow-up to your previous Integrated Seminar course, and as a co-requisite to Community Practicum III. The focus will be on the articulation of the prevention and intervention strategies utilized in the field and related to the issues of youth, their families and their communities. The expectation will be that students share their experiences and support each other in their learning. It is further expected that students integrate their academic learning into their experiential learning in both oral and written formats within the seminar class. The principles of the course are designed to develop one's self-understanding and self-evaluation and as a helping professional based on the ethical principles of the OACYC.

Issues of a more generalized nature (e.g. legislation, treatment methods, skills teaching and crisis intervention) will be reviewed and discussed. Reference may be made to current placements, past placements, and field activities from the scope of professional practice. Reference will also be made to material drawn from the other CYW courses.

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

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

1. **Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of audiences.**

### *Potential Elements of the performance:*

- a. plan and organize communications according to the purpose and audience, by completing various written and oral reports as outlined herein
- b. produce material that conforms to the conventions of the chosen format
- c. incorporate various presentation formats including written, oral, visual, computer-based
- d. evaluate communications and adjust for any errors in content, structure, style and mechanics

2. **Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.**

### *Potential Elements of the performance:*

- a. maintain professional boundaries with clients and colleagues;
- b. establish reasonable and realistic personal goals for oneself to enhance work performance;
- c. include personal self-care issues as part of self-evaluation process
- d. access and utilize resources and self-care strategies to enhance personal growth
- e. act in accordance with ethical and professional standards;
- f. apply organizational and time-management skills;
- g. be able to articulate the significance of yourself as a CYW role model;
- h. evaluate own performance using College reporting formats and evaluations as well as incorporating supervisors' feedback.

3. **Promote overall well-being and facilitate positive change for children, youth and their families.**

*Potential Elements of the performance:*

- a. using treatment principles, apply same to placement settings;
- b. initiate programming and activities, within the parameters of the placement setting,

4. **Develop skills in entrepreneurship and community development.**

*Potential Elements of the performance:*

- a. explores and drafts one "project proposal for funding and/or implementation" which obtains approval of placement site supervisor and College CYW faculty. Proposal will be completed next semester.

5. **Identify and use professional development resources and activities that promote professional growth.**

*Potential Elements of the performance:*

- a. determine current skills and knowledge
- b. identify learning goals to accomplish professional growth and skill development
- c. initiate and engage in professional development activities
- d. demonstrate skill in teamwork and decision making by actively contributing to class case discussions.

### **III. LEARNING RESOURCES:**

Sault College Child and Youth Worker program policies, course outlines and student assignment package. A personal day-timer is also recommended as it is the responsibility of the student to work with their program and agency supervisors in arranging placement evaluation meetings.

No text required.

### **IV. METHODOLOGY:**

There will be some lecture and considerable discussion, with a strong degree of input and initiative from the students.

\* The provisions of the "Child and Youth Worker Program Policies" will apply at all times in this course, especially with regard to confidentiality and reporting format.

V. REQUIREMENTS:

1. Preservation of confidentiality as per CYW policy on confidentiality
2. Regular attendance at Integrated Seminar. Graduate level participation is expected which includes support of one's classmates. Allowances will be made for illness and emergencies with communication to the professor. The professor reserves the right to ask for verification of absence in any case. Excessive illness will require medical attention and should be discussed with the instructor. Grade reduction will correspond to the percentage of classes missed as well as overall participation as per grading criteria.
3. Punctual completion of various assignments and any supplemental reading is expected for a graduating student. The instructor will determine the grading for this section. If an extension is required, please discuss the arrangement with your teacher *prior* to the assigned due date.

***\*Note: For those students in good academic standing who are taking both Community Practicum III/CYW305 & CP IV/CYW326 with the co-requisites Integrated Seminar III/CYW304/ & Integrated Seminar IV/CYW325 out of sequence, with special permission of the program coordinator and the teachers involved, the following applies:***

- ***Provisions will be made to accommodate evaluation of assignments related to the proposal (i.e. the usual order is the draft is due in seminar III and full proposal due in seminar IV). However, for these students, the order will be reversed. The draft will need to be related to the new placement site.***
4. Completion of specific reports, at a graduate level. This is a student-directed responsibility. Specific assignments include:
    - 1) Goal Setting Assignment
    - 2) Incident Reports – 1 written and 2 oral
    - 3) Proposal - draft
    - 4) Case Report
    - 5) Self-Evaluation of placement experience
    - 6) Time Sheets to be submitted monthly with agency supervisor's signature. (Failure to submit time sheets within one week following month end, requires follow-up with college field placement supervisor and may result in suspension of placement until verification of placement hours.)
    - 7) Mid-term and final evaluations to be completed by agency supervisor with process initiated by student.
  5. Grading criteria and dates for these assignments to be provided.

**VI. GRADING:**

1. The final grade will be calculated according to the fulfillment of these requirements.

		Date:
a) Goal Setting Assignment	10%	_____
b) One oral incident report – as per schedule	10%	_____
c) One written incident report	1	10% _____
d) Proposal - draft	10%	_____
e) Case Report (written & oral component)	15%	_____
f) Self-evaluation report – due last week of class	10%	_____
g) Oral presentation of self-evaluation – as per schedule	10%	_____
h) Attendance	15%	_____
i) Supportive contribution to class discussion	10%	_____

Total: 100%

**NOTE:** The presentation and assignment schedules will be established in the first week 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 professor has the prerogative of assigning a repeat presentation or rewrite if either is not performed at a suitable level.

**VII. COLLEGE GRADING SYSTEM:**

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.
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.

#### VIII. SPECIAL NOTES:

##### 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.

##### 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.

##### 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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

Substitute course information is available in the Registrar's office.

##### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

Tuition Default:

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 of the 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.

## **APPENDIX I - Specific Reports – Outlines**

**All reports should be typed, double-spaced with cover page.**

### **1) Goal Setting Assignment:**

1. Students are to hand in goals to course instructor by stated due date. Once returned to student with feedback, student is to have supervisor sign and resubmit to instructor for final grading.
2. Goal statements are clear, specific and worded in behavioural terms.
3. Goals are professionally challenging, realistic and relevant to placement setting.
4. Methodologies are clear and specific.
5. Student identifies a method of evaluating success of goal achievement.

### **2) Incident Report (Agency supervisor's signature required):**

1. Field Placement Agency:
2. Child & Youth Worker Student's Name: (not necessary to state in oral incident report)
3. Date of Incident:
4. Background to Incident: Describe the participants (staff and residents involved) and specific events which led up to this situation. Give sufficient background information to clearly illustrate the incident, e.g. age of client, grade level, and assessment or identified needs of client, numbers and titles of individuals involved, etc.
5. Description and Disposition of Incident: Describe fully a significant interaction or helping situation, which occurred. (Mention pertinent details to clarify your role). Include how the situation was handled and the rationale to support this interaction.
6. Action Taken: Describe any further action taken as a result of this incident and any debriefing with client and/or staff.
7. Describe what you learned from this situation (positive or negative), and what you believe the client learned from the situation. Is there any way you would handle this situation differently in the future? What could have been done to prevent or follow up with the situation?

**\*\*Note: For written incident report, if student prefers to use placement agency's format, please bring this format to the course instructor for approval prior to assignment due date.**

**3) Proposal: (This is outline of final version – due semester six, see draft\* below)**

1. Name of project and related issue.  
This should be one to three sentences at most.
2. Name, address, and phone number of contact persons.  
Identifying information of all relevant persons in the group.
3. Name of group or organization making proposal (if this differs from #2).
4. Rationale and Purpose Statement.  
This would be a paragraph or two at most, outlining the current situation. Historical and/or developmental etc. background issues would be stated here to explain rationale. Purpose statements should be clear.
5. Goal (s) and Objective (s) of project.  
These statements should be in behavioural terms in order that objectives are clear and concrete.
6. Target Group.  
This statement would clearly outline group to be served – ages, numbers, etc.
7. Action Plan.  
A step-by-step plan to outline how you propose to deliver the project. Use of “bullets” is suggested here. E.g. – advertise program with posters. Start and end dates should be included here, if applicable.
8. Evaluation of Project.  
This can be one or two statements that demonstrate how you will assess your project.
9. Budget  
(In this section all costs – even if the use of a room in a building – need to be included. Breakdown each item in a list – e.g. a), b) etc. with a total at the end.)

**3A) Draft Proposal (to be submitted last class of third month)**

1. Name of proposal
2. Purpose or intent
3. Target group
4. Role of CYW
5. Supervisor signature as evidence of agreement to proposal as stated

#### 4) **Case Report:**

1. Identify agency, client and date of birth, male/female, school, grade level, and date of report.
2. Identify any relevant referral sources and/or other sources of information. List all agencies involved and reason for involvement.
3. Reason for client accessing services of this agency (where relevant, e.g. court-ordered, physician referral, etc.).
4. Summary of personal and family history to this point. Some depth is required in this area. ***Organize the information to reflect bio-psycho-social/emotional issues – or cognitive, affective, social, physical etc.***
5. Identify goals of intervention or treatment for the client.
6. Summarize progress towards these goals – i.e. what has worked, what has not, barriers to achieving goals, etc.
7. Comments and recommendations. Based on your discussion with client (if relevant), staff, your professional opinion (integrating your academic with your experiential knowledge; some research may be required in this area), identify what further supports may be required in order for the client to maintain or progress towards the identified goals.

**N.B.** If you do not work directly with clients (e.g. working with community development), you can substitute a specific program rather than a specific client.

#### 5) **Self-Evaluation Report:**

1. Identify two or three specific things learned as a result of placement experience.
2. Identify two or three specific things contributed to the placement setting.
3. Describe and comment on relationships with colleagues and supervisors throughout the placement experience.
4. Describe and comment on working relationships with clients and/or community throughout the experience.
5. Evaluate your success in achieving identified learning goals.
6. Evaluate your overall self-care throughout your placement and identify any areas for improvement in this regard.

#### 6) **Oral Presentation of Self-Evaluation:**

1. As per written report and presented according to classroom schedule.

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

Date: \_\_\_\_\_