



**I. COURSE DESCRIPTION:**

This course is designed as a follow-up to your previous Integrated Seminar courses, 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. Collaborate with others and form professional relationships in order to enhance the quality of services for children, youth and families (drawn from CYW Vocational Outcome #5)**Potential Elements of the Performance:

Contribute to the team environment in a manner that reflects an attitude of cooperation and professionalism

Consult and collaborate with others to gain an integrated understanding of clients and client situations

Evaluate and act upon constructive feedback

**2. 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:

Plan and organize communications according to the purpose and audience, by completing various written and oral reports as outlined herein

Produce material that conforms to the conventions of the chosen format

Incorporate various presentation formats including written, oral, visual, computer based

Evaluate communications and adjusts for any errors in content, structure, style and mechanics

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

Potential Elements of the performance:

Maintain professional boundaries with clients and colleagues

Establish reasonable and realistic personal goals for oneself to enhance work performance

Include personal self-care issues as part of self-evaluation process

Access and utilize resources and self-care strategies to enhance personal growth

Act in accordance with ethical and professional standards

Apply organizational and time-management skills

Be able to articulate the significance of yourself as a CYW role model

Evaluate own performance using College reporting formats and evaluations as well as incorporating supervisors' feedback.

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

Potential Elements of the performance:

Using treatment principles, apply same to placement settings

Initiate programming and activities, within the parameters of the placement setting

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

Potential Elements of the performance:

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.

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

Potential Elements of the performance:

Determine current skills and knowledge

Identify learning goals to accomplish professional growth and skill development

Initiate and engage in professional development activities

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.

### 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.

\*\* The student needs to demonstrate understanding and empathy for vulnerable clients and their unique issues by way of written assignments and verbal discussions. This can be demonstrated by the absence of judgmental statements and the genuine attempt to view the situation/issue from another's perspective.

### V. REQUIREMENTS:

#### 1. Demonstration of Professional Communication and Interaction Skills:

Throughout the semester, students will have opportunities to reflect upon, and answer questions about their ongoing placement experiences and offer their reflections and input regarding the placement experiences of others. They will demonstrate professional communication and interaction skills by collaborating effectively with peers in classroom exercises and activities, by showing support for others, sharing ideas and taking appropriate professional risks within the context of a learning environment. They will demonstrate their ability to respond to feedback in a professional manner. Simply "attending" will not fulfill the requirements of this component of the course requirements; however, regular attendance will provide the best opportunity for demonstration of these skills.

***Note: Failure to complete seminar assignments and/or community practicum hours can result in a repeat of both the Seminar and Community Practicum courses as they are co-requisite graduation requirements.***

#### 2. Preservation of confidentiality as per CYW policy on confidentiality

3. Punctual completion of various assignments and any supplemental reading is expected for a graduating student. This is a student-directed responsibility. Grading criteria and dates for these assignments to be provided. The instructor will determine the grading for this section. Late assignments will be deducted one percentage of the overall course grade for every day it is late and will not be accepted beyond 7 days past the due date.

***Punctual submission of field documentation is required:***

***Time Sheets to be submitted monthly with agency supervisor's signature, initials and student's signature.*** If time sheet is not received within one week of month's end, a deduction of 2% from participation grade will occur. Student will have opportunity to earn back .5% for each time sheet handed in on time after that point in the semester. If late a second time, follow-up with the college field placement supervisor will be required and placement may be suspended until hours can be verified. ***Mid-term and final evaluation forms must similarly be submitted within one week of due date. Failure to submit forms may result in suspension of placement. Any time missed due to placement suspension must be made up*** in order for student to be successful. If there is no opportunity for make up time due to the nature of the placement (or if the supervisor is unwilling or unable to negotiate a make-up schedule) the student may be assigned a failing grade in both practicum and seminar. Additional reporting and monitoring requirements for individual students, as assigned by the individual placement or by the College fieldwork supervisor.

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

**Demonstration of Professional Communication and Interaction Skills 15%**

Students are required to demonstrate the professional communication and interaction skills expected of an entry level CYW. This is best achieved by regularly attending all scheduled classes and engaging actively in the experiential components of the course. Specific grading criteria will be provided and posted on D2L

**ASSIGNMENTS 85%**

Students will engage in activities and discussions during regularly scheduled classes. Professional report writing and presentation of case related reports will make up the major portion of the work for this course. The format and assessment of the following assignments will be discussed in class and posted on D2L. 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 professor.

**NOTE:** All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their professor,

**prior to the assignment due date**, if extenuating circumstances exist and request an extension. Granting extensions is up to the discretion of the professor.

All students **MUST** submit all papers and assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

The following semester grades will be assigned to students:

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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**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.

All courses in the Child and Youth Worker program follow the Fatal Error Policy, including APA standards for all assignments submitted. This policy will be discussed in class and posted on D2L.

**VIII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on D2L and on the portal form part of this course outline.