

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE:	Integrated Seminar III		
CODE NO. :	CYW304	SEMESTER:	
PROGRAM:	Child and Youth Worker		
AUTHOR:	CYW Team		
DATE:	May 2013	PREVIOUS OUTLINE DATED:	June 2012
APPROVED:	"Angelique Lemay"		Apr/13
	DEAN		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	CYW200 (Integrated Seminar II)		
COREQUISITE:	CYW305 (Community Practicum III)		
HOURS/WEEK:	2		

Copyright © 2013 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, contact Angelique Lemay, Dean
School of Community Services and Interdisciplinary Studies
(705) 759-2554, Ext. 2603

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. 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 adjusts 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:

Burns, M. (2012). *The self in child and youth care: A celebration*. Kingston, ON: Child Care Press.

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. Preservation of confidentiality as per CYW policy on confidentiality
2. Regular attendance; graduate level participation is expected which includes support of one's classmates. Allowances will be made for absence due to illness and emergencies with communication to the professor. The professor reserves the right to ask for verification of absence in any case. 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. Completion of specific reports, at a graduate level. 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 for every day it is late.
4. ***Punctual submission of 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.

****Note: For those students in good academic standing who are taking both Community Practicum III/CYW307 & CP IV/CYW328 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.***

VI. GRADING:

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

a) Goal Setting Assignment	10%
b) Incident report (written and presented orally)	10%
c) Reflections	20%
d) Proposal - draft	10%
e) Case Report	20%
f) Placement Presentation	10%
h) Skill Development and Participation	20%

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 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.
---	---

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.

VIII. COURSE OUTLINE (COLLEGE) ADDENDUM:

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

**IX ADDENDUM TO COURSE OUTLINE
RE: ALTERNATE MODES TO ACCOMMODATE BLOCK PLACEMENT
FORMAT**

Note: This addendum only valid if mutually agreed upon by both the student and the course Professor, as evidenced by their signatures affixed hereto.

1V. METHODOLOGY

In place of lecture and classroom activities, student will engage in individual discussions and correspondence with course Professor to process placement experiences on a weekly basis.

V. REQUIREMENTS

In place of regular classroom attendance and support of classmates, student will engage in weekly discussions and correspondence with course Professor.

Time sheets will be submitted bi-weekly rather than monthly.

VI. EVALUATION PROCESS/GRADING SYSTEM:

Learning Goal assignment	10%
Written Incident Reports (3 x 10%)	30%
Reflections Due June 1, 2013	20%
Proposal (Draft)	10%
Case Report	20%

Placement Presentation (power point or other presentation software, submitted electronically)	10%
---	-----

Total	100%
-------	------

Assignment dates will be established with student on an individual basis within the first week of placement.

Student

Date

CYW304 Course Professor

Date