

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRODUCTION TO COMMUNITY SERVICES

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CODE NO.: CCW 130

SEMESTER: 92W

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PROGRAM: CHILD AND YOUTH WORKER

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INSTRUCTOR: SANDY MACDONALD, CCW, B.A.

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DATE: JANUARY 1992

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APPROVED: \_\_\_\_\_

DEAN

*H. DeSario*

DATE

*Dec. 23/91*

**INTRODUCTION TO COMMUNITY SERVICES**

**CCW130**

Instructor: Sandy MacDonald

Total Credit Hours: 30

**1. COURSE DESCRIPTION**

This course is designed to familiarize the student with the various social service agencies in the community. Emphasis will be placed on those agencies utilized by Child & Youth Workers in the course of their duties. The intent is to have the student develop an informed awareness of the community agencies/resources so as to act in the capacity of an effective, informed broker to those services for the problematic clientele group encountered in the day to day work force.

**II. COURSE OBJECTIVES**

1. Develop an awareness of social welfare as an institution.
2. Become familiar with municipal, provincial and federal government funding mechanisms.
3. Acquire familiarity with the Child & Family Services Act.
4. Develop an awareness of the common problematic areas experienced by clients and the range of resources the worker can access to counter those difficulties.
5. Become familiar with local agencies for referrals.
6. Obtain particular knowledge of children's services.
7. Enable the student to:
  - a. envision oneself as a front line worker
  - b. identify needs and make appropriate referrals

## INTRODUCTION TO COMMUNITY SERVICES

### III TEACHING STRATEGIES

- . Lectures
- . Guest Speakers
- . Audio Visual Films
- . Oral Presentations
- . Research Assignments
- . Interviewing and Investigation Skills
- . Field Tours

### IV. ASSIGNMENTS

#### Assignment #1

Research Paper = 20% of term

Working individually or in pairs, students will research one service, agency or occupation defined as "human services", which represents or interacts with the child and youth worker field. This research will include a brief interview in pairs, but each student prepares an individual report. In class we will choose our titles using the list at the end of the outline.\*

Each person will submit a typed three-page describing their findings. Class members may be called upon, if time permits, to present their findings in class. Guest speakers arranged by the student and approved by the instructor would enhance the grade mark.

#### Suggested Guideline

1. Name of agency and name of person interviewed
2. Sources of funding. (Name the specific Ministry of Government). Why are they spending money on whom?
3. Ministry and legislation to which the agency is accountable.
4. Services that are provided.
5. What professional, para-professionals and/or non-professionals are hired by this agency? What is their educational background?
6. How can you refer this agency to the individual in need of referral? (Are there other linking agencies?)

## INTRODUCTION TO COMMUNITY SERVICES

7. Ask to see the facilities. Observations.
8. What relationship might exist between a child and youth worker and the agency.
9. Describe the clientele. Describe some case studies. Describes the role of the child and youth worker in assisting and liaising between client and agency.
10. Describe the type of characteristics or personal quality that are assets in deal with case problems for this agency and are they applicable for the correctional worker.

### Assignment #2

20% of term

Two case studies will be provided for analysis. The student will be required to identify the presenting problems and target specific helping agencies, as well as indicate the expected result of those referrals.

\* For both Assignments #1 and 2, typed papers or neatly written papers will only be accepted. If papers are not handed in on the due date, 10% will be taken off the first week, 20% on the second week and a mark of "0" will then be assigned if late more than two weeks.

## V. EVALUATIONS

Assignment #1	20%	. Due Date:
Assignment #2	20%	. Due Date:
Mid-term	20%	
Final Exam	25%	
Attendance & Participation	15%	

## VI. GRADING

A+	=	90-100%
A	=	80-89%
B	=	70-79%
C	=	60-69%
R	=	BELOW 60% (REPEAT)

**VII. REQUIRED STUDENT RESOURCES**

- a. The Challenge of Child Welfare, Levitt, Warf, VBC Press, Vancouver, 1985
- b. Child & Family Services Act, 1984 Gov't of Ontario

**VII. SPECIAL NOTE**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

**IX. IMPORTANT FACTS**

1. Buddy System - get the name of another student and contact number to correspond to any changes/hand-outs, etc.
2. Sickness/Unexpected events

Call me and explain, especially for Assignments, Exams and Rewrites (Mid-term and Final).

Dates are tentative. Please keep in touch with any changes.

I am looking forward to working with you all. We can have an interesting course and with the input of all and hard work, it can prove to be a rewarding course.

**Sandy MacDonald**

**SUGGESTED AGENCIES/RESOURCES FOR ASSIGNMENT #1**

Sault Ste. Marie Jail  
Sault Ste. Marie Young Offender Unit  
Sault Ste. Marie Probation and Parole Services  
Sault Ste. Marie Probation Service  
Children's Aid Society  
Children's Secure Custody Unit  
Sault Ste. Marie Observation and Detention Home  
Gord Saunders House  
Riverview Centre  
Addiction Research Foundation  
Breakaway  
Family Services Centre  
Ontarion Human Rights Commission  
Ombudsman  
Sault Ste. Marie Police Services Victim Assistance Program  
Algoma Child and Youth Services (numerous programs in place)  
Sault Ste. Marie Social & Family Services  
Cara House  
Oakland Place  
Algoma District Housing Authority  
John Howard Society  
Breton House  
Babes  
Alternative School  
Phoenix Rising