

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: Integrated Seminar I

Code No.: CCW109                      Semester: 2

Program: Child and Youth Worker

Author: M.McFarling/B. Brady/S.MacDonald

Date: Jan 2000                      Previous Outline Date: Jan 99

Approved: \_\_\_\_\_                      DATE: \_\_\_\_\_  
Donna Tremblay, Dean  
Health, Human Sciences, Teacher Ed.  
and Criminal Justice

Total Credits: 3                      Prerequisite: CCW132  
Corequisite: CCW128

Length of Course: 15 wks                      Total Credit Hours: 30

**Copyright © 1999 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without the prior written permission of The Sault College of Applied Arts & Technology is prohibited. For additional information, please contact Donna Tremblay, Dean, School of Health, Human Services and Criminal Justice, (705) 759-2554, Ext. 690.*

**I. COURSE DESCRIPTION:**

This course is designed as a corequisite to Fieldwork 1. The focus will be on professional development skills (writing, verbal and behavioural) and further development on skills related to observation and assessment. The principles that will be learned will apply to both the behaviour of others and to one's own behaviour as a helping professional. Reference will also be made to material drawn from other Child and Youth Worker courses.

The field work 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 us with understanding the broader social context that is involved in an individual child's life (i.e. school, family and community).

**II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:**

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

**1. Define behaviour and examine one's own behaviour as a professional.*****Potential Elements of the performance:***

- *Identify learning objectives for individual children/youth development and the strategies to accomplish these*
- *Identify learning objectives for one's professional development and the strategies to accomplish these*
- *Incorporate feedback and suggestions made in the classroom, through supervision, videos and reports*

**2. Develop observation skills and communicate these observations effectively in oral, written, and nonverbal forms.*****Potential Elements of the performance:***

- *apply the methodologies of observation pertinent to a practical setting.*
- *Assess observations and develop strategies according to the findings*
- *Recognize and describe all developmental areas of the child.*
- *use language in both oral and written reports that is suitable to the profession.*

3. **Maintain ongoing self-care skills to continue to enhance professional competence..**

***Potential Elements of the Performance:***

- *Analyze the results of one's actions and decisions*
- *Reflect on processes and practices used and new information learned in other courses*
- *Research new strategies that may be needed to increase skills*
- *Identify any errors and make corrections*
- *Examine the impact of personal values and beliefs on actions and decisions*
- *Evaluate and act upon constructive feedback.*

**III. TOPICS:**

1. Theories of observation, observational strategies, and application of observational strategies to the field and to self.
2. Recording techniques - both oral and written.
3. Application and rationale for use of these techniques and professional standards and practice.
4. The environment of the child.
5. Field placement experience will be utilized and processed as part of shared professional learning.
6. Professional Obligations (attached).

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

Texts: Man's Search for Meaning by Victor Frankl  
I Never Knew I had a Choice by Corey and Corey

**V. REQUIREMENTS:**

Preservation of confidentiality as per Child and Youth Worker policy.

1. Regular attendance at Integrated Seminar. This means 80% of classes per semester is minimum attendance (15% of your grade is assessed for attendance.) The total grade will be reduced accordingly. 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. Professional-level participation is expected and one cannot participate if absent!. Allowance is made here for exceptional illnesses and emergencies - the instructor reserves the right to ask for verification of absence in any case.

2. Professional-level participation in presentations and discussions.
3. Students will be expected to submit a reaction paper to the first portion of Frankl's book, "Man's Search for Meaning". It should be 3-5 pages in length and is due: \_\_\_\_\_.
4. Students will be grouped and assigned specific chapters to present to the class. The content of the chapters will be presented in a condensed format and your individual response to the material presented should be included - in a brief and professional manner. Three questions on each chapter should also be prepared for class discussion. Schedule will be drawn up in class.
5. Two oral reports will be expected - as per incident report format. Dates to be drawn up in class.
6. Two written incident reports will be expected. The first one is due: \_\_\_\_\_.  
The second report is due: \_\_\_\_\_.
- One written seminar report is due - as per outline, Date: \_\_\_\_\_.
7. The final placement review is to be completed - both oral and written - as per format. The oral presentation schedule will be done in class. The written report is due: \_\_\_\_\_.
8. Plan, lead and evaluate a classroom activity. Write-up required.  
Due: \_\_\_\_\_.

## VI. EVALUATION PROCESS/GRADING SYSTEM

Reaction Paper to Frankl	5%
Chapter Presentation	10%
Oral Incident Reports (2 x 5%)	10%
Written Incident Reports (2 x 10%)	20%
Seminar Report	10%
Final Placement Review (oral and written)	20%
Attendance	15%
Activity & Write-Up	10%
Total	<u>100%</u>

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited 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. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

## VII. REPORTS

### Incident Report

1. Field Placement:
2. Child and Youth Worker Student:
3. Case Name: (Leave Blank) Age and Grade Level:
4. Date:
5. Description of Incident: Describe fully a significant interaction or helping situation which occurred during the week (pertinent details).

6. Background to incident: Describe the participants and specific events which led up to this situation.
7. Disposition of Situation: Describe the manner in which this situation was handled and why it was handled this way.
8. Evaluation of Action Taken: Describe what you learned from this situation (positive or negative), what you believe the client (child) learned from this situation.
9. Creative Evaluation:
  - a) How would you handle the situation in the future, given the same set of circumstances?
  - b) Explain your rationale.

### Seminar Report

1. Child and Youth Worker Student:
2. Date:
3. Problem presented: Outline the problem, giving pertinent background details.
4. Problem defined: Brief description of the problem broken down into specific areas that are workable.
5. Goals: Briefly describe the goals (what you are attempting to accomplish) which logically flowed from the problem definition.
6. Methods: Outline the methods devised for achieving the goals under:
  - a) *Long-Term Plan:* broad, general statement on the method(s) of goal achievement.
  - b) *Short-Term Plan:* describe the specific methods which represent the steps or progression towards the overall goal - spells out clearly what will be done.
7. Problems Interfering with Treatment: describe possible obstacles that exist in this situation, which might interfere with goal achievement.
8. Creative Alternatives:

9. What do you think would be an ideal:
- a) milieu
  - b) set of goals: long-term, short-term
  - c) treatment or education approach or methodology?

Why?

### Field Placement Review

The student will submit a written report on his/her placement. The paper should be thorough and developed along these guidelines:

1. The target group/population served by the agency, (age, sex, types of problems, general philosophy/ideology of the placement agency).
2. 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. Describe the functions, jobs, assignments, purposes and expectations of the student placement in this agency.
7. Place the student in your structure diagram(s).
8. Assess and evaluate (6). Was this placement worthwhile, challenging, educational, stressful, demanding, etc. How did the agency help you to fulfill your learning objectives? How would you change/improve your placement experience?
9. Assess (1) to (3). From your perspective, does the agency fulfill or accomplish its defined goals? Are its methods compatible and consistent with its stated philosophy and goals? Be prepared to support your statements with specifics.

**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 your own knowledge.
7. To respect the privacy, dignity, and other rights of clients.
8. To use, in a responsible manner, information received in the course of professional relationships.

**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 E1204 or call Extension 493, 717, or 491 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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, as may be decided by the professor. 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.

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.

**X. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

**XI. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.