



**I. COURSE DESCRIPTION:**

This course will provide an overview of a representative sample of the legislation pertinent to working with children and families (with the exception of the Youth Criminal Justice Act which is dealt with separately in CYW232). The primary focus of this course will be on Canadian Child Welfare Law, specifically the Child and Family Services Act; Revised Statutes of Ontario 1990 Chapter C11, and the court process as applied to Child and Family Welfare. Additional legislation that will be reviewed includes, but is not limited to, pertinent sections of the Mental Health Act, Education Act and Ontario Works Act as they relate specifically to children, youth and families. An essential component of the course will be the areas of responsibility and roles that governments at all levels play in the development of legislation.

The course will be delivered using a combination of lecture, discussion, guest speakers, and in-class practice scenarios and application exercises.

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

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

1. Discuss the meaning of freedoms, rights, and participation in community and public life.

Potential Elements of the Performance:

- describe the structure and function of governments in Canada.
- describe the roles of elected officials and public servants.
- discuss the significance of the electoral process.

2. Display an awareness of the history, significance and the organization of Child Welfare Legislation in Ontario.

Potential Elements of the Performance:

- display competence at an entry level in interpreting and applying the CFSA.
- describe the intent of the legislation
- discuss the parameters of the legislation
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3. Be aware of the court process as it pertains to Child and Family Issues.

Potential Elements of the Performance:

- compare and contrast the civil and criminal court process
- discuss the roles of personnel involved in court cases.
- discuss issues relative to testifying in court from a "Worker" perspective.

4. Understand the role of the Education Act

Potential Elements of the Performance:

- discuss the development of the Education Act
- discuss the implementation of selected components of the Act
- discuss the impact of the legislation on the education system

### III. TOPICS:

1. The Role of Municipal, Provincial and Federal levels of Government in developing and implementing legislation that defines and impacts 'the child'
2. Child and Family Services Act **including the new amendments re: Bill 210**
3. Evidence of Children
4. The Charter, Civil Rights and Children
5. An Introduction to Custody and Access Legislation
6. Dealing with Children and the Boundaries of Using Force
7. Legislation Governing the Education of Children
8. Selected components of Mental Health Act, Ontario Works Act and other legislation that impacts on children and youth

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

*Child and Family Services Act: Revised Statutes of Ontario*, 1990 Chapter C.11  
Office Consolidation (available Ontario Gov. web site)

***Children's Law Handbook; Zucker, Hammond and Flynn; Thompson Carswell; (2005).***

Access to Government web sites. - from time to time students will be required to view and print information from selected web sites to support topical issues in the course.

Access to reference sites such as <http://www.ifcy.org/> which summarizes pertinent legal issues related to youth in various circumstances

Access to LMS files specifically CYW231

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

1. Attendance and Participation	20%
2. Test 1	20%
3. Test 2	20%
4. Test 3	20%
5. In-class application exercises	20%

**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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

**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.**

## VI. 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.

*Students may not be allowed to enter the classroom once the class has begun depending on the focus of that session. Students may be asked to wait until the break to enter the classroom however the final decision rests with the instructor.*