

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Integrated Seminar IV
CODE NUMBER: CYW325-3 **SEMESTER:** 6
PROGRAM: Child and Youth Worker
AUTHOR: Child and Youth Worker Faculty
PROFESSOR: Melanie Jones, BA CYC, CYW (Cert.)
DATE: Jan/12 **PREVIOUS OUTLINE DATED:** Jan/11

APPROVED:

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): CYW304-3 (Integrated Seminar III)
CO-REQUISITE: CYW326-7 (Community Practicum IV)
HOURS/WEEK: 2

Copyright © 2012 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, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course is designed as a follow-up to the previous Integrated Seminar course, and as a co-requisite to Community Practicum IV – CYW328-9. The focus will be on the student's growth and development both personally and professionally. The concept of "professionalism" will be explored with respect to career planning, commitment, communication and ethics. Self-assessment, interview skills and employment preparedness will be emphasized.

The articulation of the prevention and intervention strategies utilized in the field and related to the issues of youth, their families and their communities will also be included. The expectation will be that students share their experiences and support each other in their learning – as befits their professional development. 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.

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. Choose the format appropriate to the purpose;
- c. Incorporate the content that is meaningful and pertinent;
- c. 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. Describe own professional role and identity;
- b. Articulate personal career goals within the context of lifelong learning;
- c. Maintain professional boundaries with clients and colleagues;
- d. Establish reasonable and realistic personal goals for oneself to enhance work performance;
- e. Plan and implement self-care strategies in order to main personal and professional well-being;
- f. Apply organizational and time-management skills;
- g. Evaluate own performance using College reporting formats and evaluations as well as reflecting supervisory input.

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. complete one "project proposal for funding and/or implementation" which obtains approval of placement site supervisor and College CYW faculty

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:

Student Membership in OACYC: Membership will remain in effect for several months following graduation and should be included on students' Resumes. Proof of membership must be shown to the course professor in order to be eligible for scholarships and bursaries that include this criterion.

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. Guest speakers may be utilized as well.

* 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.

V. COURSE REQUIREMENTS

1. Preservation of confidentiality as per CYW policy on confidentiality
2. Regular attendance at Integrated Seminar. Graduate level participation is expected which includes support of one's classmates. Allowances will be made for illness and emergencies with communication to the professor. The professor reserves the right to ask for verification of absence in any case. Excessive illness will require medical attention and should be discussed with the instructor. 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 as is expected for a graduating student. The instructor will determine the grading for this section. If an extension is required, please discuss the arrangement with your teacher *prior* to the assigned due date. If you fail to appear for your scheduled presentations (including oral incident reports), you may *not* have an opportunity to present.

****Note: For those students in good academic standing who are taking both Community Practicum III and IV with their co-requisite Integrated Seminars 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 which is due in seminar III and the full proposal is 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.***
4. Completion of specific reports, at a graduate level. This is a student-directed responsibility. Specific assignments include:
 - 1) Goal setting assignment
 - 2) Incident reports – 1 oral (and updates as required)
 - 3) Proposal
 - 4) Self-evaluation of placement experience (written)
 - 5) Self-presentation
 - 6) Two personal essays
 - 7) Time sheets to be submitted monthly with agency supervisor's signature. (Failure to submit time sheets within one week following month end, requires follow-up with college field placement supervisor and may result in suspension of placement until verification of placement hours.)
 - 8) Mid-term and final evaluations to be completed by agency supervisor with process initiated by student.
 - 9) Practice interviews – as part of overall participation grade.
 5. Grading criteria and dates for these assignments to be provided.

VI. GRADING:

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

		Date:
a) Goal Setting Assignment	5%	_____
b) One oral incident report – as per schedule	10%	_____
c) Proposal	15%	_____
d) Self-evaluation report – due last week of class	10%	_____
e) Self-presentation (as per schedule)	15%	_____
f) 2 personal essays (2 x 15%)	30%	_____
g) Attendance, contribution to class discussion and support of classmates – including practice interviews	15%	_____

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 professor has the prerogative of assigning a repeat presentation or rewrite if either is not performed at a suitable level. Professional communication is expected as a competency of a graduating student.

VII. COLLEGE GRADING SYSTEM:

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%	
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.

VIII. 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.

IX. COURSE OUTLINE ADDENDUM:

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

APPENDIX I - Specific Reports – Outlines

All reports should be typed, double-spaced with cover page.

1) Goal Setting Assignment:

1. Students are to hand in goals to course instructor by stated due date. Once returned to student with feedback, student is to revise, have supervisor sign and resubmit to instructor for final grading.
2. Goal statements are clear, specific and worded in behavioural terms.
3. Goals are professionally challenging, realistic and relevant to placement setting.
4. Methodologies are clear and specific.
5. Student identifies a method of evaluating success of goal achievement.

2) Incident Report:

1. Field Placement Agency:
2. Child & Youth Worker Student's Name: (not necessary to state in oral incident report)
3. Date of Incident:
4. Background to Incident: Describe the participants (staff and residents involved) and specific events which led up to this situation. Give sufficient background information to clearly illustrate the incident, e.g. age of client, grade level, and assessment or identified needs of client, numbers and titles of individuals involved, etc.
5. Description and Disposition of Incident: Describe fully a significant interaction or helping situation, which occurred. (Mention pertinent details to clarify your role). Include how the situation was handled and the rationale to support this interaction.
6. Action Taken: Describe any further action taken as a result of this incident and any debriefing with client and/or staff.
7. Describe what you learned from this situation (positive or negative), and what you believe the client learned from the situation. Is there any way you would handle this situation differently in the future? What could have been done to prevent or follow up with the situation?

2a) Placement Updates:

1. Students are expected to share with their classmates their overall skill development, personal growth, challenges and opportunities for learning with their classmates.
2. Students are expected to listen, support, acknowledge and encourage each other in this process.

3) Proposal:

1. Name of project and related issue.
This should be one to three sentences at most.
2. Name, address, and phone number of contact persons.
Identifying information of all relevant persons in the group.
3. Name of group or organization making proposal (if this differs from #2).
4. Rationale and Purpose Statement.
This would be a paragraph or two at most, outlining the current situation. Historical and/or developmental etc. background issues would be stated here to explain rationale. Purpose statements should be clear.
5. Goal (s) and Objective (s) of project.
These statements should be in behavioural terms in order that objectives are clear and concrete.
6. Target Group.
This statement would clearly outline group to be served – ages, numbers, etc.
7. Action Plan.
A step-by-step plan to outline how you propose to deliver the project. Use of “bullets” is suggested here. E.g. – advertise program with posters. Start and end dates should be included here, if applicable.
8. Evaluation of Project.
This can be one or two statements that demonstrate how you will assess your project.
9. Budget
(In this section all costs – even if the use of a room in a building – need to be included. Breakdown each item in a list – e.g. a), b) etc. with a total at the end.)

4. Self-Evaluation Report:

1. Identify two or three specific things learned as a result of placement experience.
2. Identify two or three specific things that you contributed to the placement setting.
3. Describe and comment on relationships with colleagues and supervisors throughout the placement experience.
4. Describe and comment on working relationships with clients and/or community throughout the experience.
5. Evaluate your success and skill development in achieving identified learning goals.
6. Evaluate your overall self-care throughout your placement and identify any areas for improvement in this regard.

5. Self-Presentation:

1. Each student will be required to make a presentation in response to the following questions:
 - Tell us why our agency would benefit from having a CYW on staff?
 - Why would you be our best choice as that CYW?
2. The parameters of the presentation include the following:
 - Time limit – at least 5 and no more than 10 minutes. Ability to stay within the time limit will be reflected in the grading.
 - Language use and subject matter needs to be both professional and personal.
 - Ability to convey a sense of your commitment and confidence in the material you present.
 - Students will not be permitted to use notes nor ask questions of the audience.
 - Presentation style should not be a “memorized” rote performance, but rather an open style.
 - While we learn from each other, obvious duplication of style and/or content is discouraged as our presentation should be our own.
 - Part of the purpose is as a preparation for employment interviews. Students should then “dress” for the occasion and otherwise be engaged in the process.

6A. Personal Essay #1 “Unfinished Business”:

1. As part of your training and skill development as a Child and Youth Worker, self-reflection as been encouraged within various courses and placements. *Unfinished business can be defined as having unfulfilled needs, unexpressed feelings, or unfinished situations that need to be expressed or attended to.* (Adapted from Counselling Children, Thompson, Henderson, 2007)
2. Reflecting on your three years, examine and explain what you might have done differently in terms of your academic and placement experiences (personal situations may be included – but are optional). You may ask yourself questions such as: “If I had to do it over again, what would I do differently with respect to my performance in classes and on placement? Would my relationships with my classmates be different? Did I work at developing my professional relationships with colleagues and supervisors? Can I use my supervisors and teachers as references? What have I learned about the mentoring process? Is there anything I wish I had done that I did not do? Is there anything I did that I wish I had not done?”
3. The essay is expected to be written professionally and to demonstrate ownership of your behaviour throughout. The assignment will be evaluated with respect to the depth of insight and breadth of experience shared.

6B. Personal Essay #2: “Who and where will I be next...?”

1. Child and Youth Workers will continue to grow and learn throughout their career. Part of our ethical commitment includes the following: “Recognizing that we are a catalyst for change we will...a) utilize current and knowledgeable methods and techniques in order to provide quality service to our clientele and; b) actively seek our opportunities to learn and develop as well as support growth in our co-workers and other professionals.”
2. After the semester is completed and prior to your graduation, describe what you will do within that first period of time. Incorporate the issues of self-care and grad planning.
3. Where do you see yourself one year after graduation? What are your *personal* and *professional* career goals and how do you plan to achieve these goals? What will you do if those goals have not been fulfilled?
4. Where do you see yourself in five years? Again, how do plan to achieve those personal and professional goals? What do you think could be some barriers to achieving those goals? How do you plan to overcome those barriers?
5. How do you plan to remain current and knowledgeable in your professional growth and commitment to yourself and your clients?