

I. COURSE DESCRIPTION:

This course will provide students with a practical orientation to the Youth Criminal Justice Act. This will include a review of origins and philosophical principles, and how legislation is operationalized, with an emphasis on the local service delivery system. It will examine the role of the CYC in the prevention of youth crime as well as in intervention at the community level, in custody settings and elsewhere in the criminal justice system. It will focus particularly on treatment of youth in conflict with the law, including both general and specific programming techniques. The course can be viewed as a consolidation of related course content leading to refinement of skills applicable to youth criminal justice. The format will include a combination of lectures, guest speakers, audio-visual presentations and class discussion.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

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

1. Collect, analyze and organize relevant and necessary information from a variety of sources pertaining to youth criminal justice in Canada.**Potential Elements of Performance**

- identify the nature of the information required
- investigate sources of information (including legislative documents, journals, texts and Internet)
- gather information from the most appropriate sources
- examine the information and select what is most relevant, important and useful to a CYW working with youth in conflict with the law, those at risk of offending and/or their families.
- interact with others in groups or multi-disciplinary teams in ways that contribute to effective working relationships and meet the needs of clients within the context of their current environments, including educational, familial, community and/or custodial settings.
- utilize theoretical concepts in planning, implementing and evaluating activities and programs which respect culture and which promote overall well-being and facilitate positive change for youth in conflict with the law, those at risk of offending and/or their families.

2. Plan and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming and group work to promote resiliency and enhance development for youth at risk of offending**Potential Elements of the Performance**

- Assess, in collaboration with relevant others, the cultural, developmental and social needs of individuals and groups in the context of their current environments, including educational, familial, community and/or custodial settings

- Plan and evaluate moment-to-moment interventions such as life space interviewing and use of daily activities to create positive change for youth in conflict with the law, those at risk of offending and/or their families.
- Select and identify evidence-informed interventions consistent with the assessed development level, identified strengths, needs and goals for youth who offend
- Lead and facilitate group work applying knowledge of group process, negotiation and conflict resolution skills.

3. Apply teamwork and organizational skills within the inter-professional team to enhance the quality of child and youth care practice

Potential Elements of the Performance

- Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism as determined by ethical standards, organizational policies, and current legislation
- Identify roles and responsibilities of all members of a team providing services to youth in conflict with the law, those at risk of offending and/or their families.
- Consult with relevant others to gain a holistic understanding regarding services for children, youth and their families
- Coordinate activities and facilitate efficient use of resources (i.e., fiscal, human) that will provide quality service
- Evaluate the results of the communication and adapt communication as necessary to promote understanding

4. Communicate clearly, concisely and correctly in the written, verbal and visual forms maintains anti-oppression and culturally sensitive language

Potential Elements of the Performance

- Utilize technologies to document all relevant information related to professional role and responsibility (i.e., completing written reports, taking meeting notes/minutes, preparing presentations, completing electronic forms, etc.) incorporate the content that is meaningful and necessary
- Plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language
- Develop and apply organizational and time management skills

III. TOPICS:

- 1) Review of legislation (YCJA, CFSA)
- 2) Review of local service delivery system
- 3) Profiling youth in conflict with the law: Myths and Facts
- 4) Teaching Prosocial Competencies (interpersonal skills, anger management, moral reasoning training, empathy training, etc.)
- 5) Practical Application of Case Management Techniques
- 6) Social Issues which impact directly on the youth criminal justice system
- 7) Appropriate Application of Confrontation Skills
- 8) The Role of the CYC in correctional settings

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Winterdyk, J., & Smandych, R. (2012). *Youth at Risk and Youth Justice: A Canadian Overview*. Don Mills, ON: Oxford University Press.

Information may also be drawn from a number of local, provincial and federal sources, including Dept of Justice Canada website (www.justice.gc.ca and following links to “YCJA Explained”) and the Ministry of Children and Youth Services website (www.children.gov.on.ca and following links to “Youth Justice Services”)

V. EVALUATION PROCESS/GRADING SYSTEM:**SKILL DEVELOPMENT****20%**

The Skill Development mark is related to the student’s ability to participate in activities and discussion and reflect upon this learning. The format and assessment of the activities will be discussed in class and posted on D2L.

ASSIGNMENTS**50%**

This course has both theoretical and experiential components, involving considerable discussion and self-directed learning. Students will engage in small group presentations, case work, group work and in class activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on D2L.

TESTS (2)**30%**

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of “0”. It is the student’s responsibility to make an alternative date with the professor that must be scheduled before the next class.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	3.00
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. 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.

Other Notes and Class Guidelines:

1. All courses in the Child and Youth Care program follow the Fatal Error Policy, including APA standards for all assignments submitted. Faculty will review this with students at the beginning of each course. See detailed document on D2L course sites for details. Students are strongly encouraged to utilize **The Write Place, Accessibility Services** and/or **Program Tutor** on campus to assist them in submitting professionally written assignments.
2. Late assignments will be handled at the professor's discretion and **only for substantial and substantiated reasons**. Assignments will only be accepted after the due date for a period of 7 days. It is the student's responsibility to make arrangements directly with the professor. Late assignments will be subject to a **10% grade reduction per day (including weekends) of the overall course mark**. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Assignments cannot be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.

3. Students are responsible to contact the professor **directly and immediately** when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor prior to test date/start time requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional and substantiated circumstances.
4. Students are encouraged to discuss attendance expectations with the professor. Students will be expected to come prepared to class to facilitate discussion and application of course material. Grades assigned for participation will reflect the student's knowledge of the content discussed, ability to demonstrate and apply the skills. Students' ability and willingness to share thoughts about the material, and ability to respect viewpoints different from their own is expected.
5. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
6. Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time. Any behavior including the use of cell phones that interferes or distracts from the learning of others will not be tolerated (i.e. side talk, laughing, computer use). Failure to abide by this will result in student being asked to leave the class.
7. Students are expected to read materials in advance of class and ensure review of D2L on a regular basis (minimum weekly)
8. The provisions of both the College Student Code of Conduct and the Child and Youth Care Program Policies will apply at all times in this course.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.