

Child and Youth Worker Program Guide



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Please note the following important information:

Durham College strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, timetable or campus location at any time. Please consult our website at www.durhamcollege.ca for the most current information.

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Welcome Students

A Message from the Dean

On behalf of the faculty and staff of the School of Health and Community Services, it is a pleasure to welcome you to Durham College.

We are committed to providing a high quality program to meet your educational needs. We wish you success as you embark on a challenging journey toward a rewarding career. We will do our best to support you in reaching your career goals. If you have any questions or need assistance please ask us for help to access the many services available to support your success.

We are pleased you have chosen Durham College. We look forward to working with you.



*Susan Sproul
Dean, School of Health and Community Services*

A Message from the Vice-President Academic

Congratulations on choosing Durham College and taking a very important step in preparing for your future. Durham College is known for high quality programs, leading edge technology, an award winning library and a student-centered approach to learning. Student learning is at the heart of what we do. Our commitment to “the student experience comes first” guides our work and decision-making throughout the College.

The program you have chosen has been designed to help you develop the necessary skills and knowledge to support your success in your chosen career path. Our dedicated and professional staff and professors are committed to helping you achieve your educational goals and your career aspirations.

Durham College strives to be highly accountable to students and employers through the preparation of work-ready graduates who will continue to live our “success matters” focus in their professional work environment.

We are pleased you have chosen to study at Durham College and we look forward to supporting your learning journey – work hard, have fun, enjoy your college experience and campus life.

Wishing you much success with your studies.



*Judy Robinson,
Vice President, Academic*

School of Health & Community Services

Child and Youth Worker

Program Faculty & Staff

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Health and Wellness Centre – G127 (Main Campus) – Kathy Lazenby, (905) 721-3037
www.healthcare@dc-uoit.ca

School of Health & Community Services Office Telephone: (905) 721-3080

The above individuals may be contacted by dialing directly (905) 721-2000, followed by the appropriate extension.

Mission: The student experience comes first at Durham College

Vision

- Durham College is the premier college in Canada for career-focused students who will succeed in a challenging, supporting and inclusive learning environment.
- Our programs are continually shaped by market needs and delivered by exceptional teachers with real-world experience.
- Our vibrant campus community enriches the student life experience.

All of this combines to ensure our graduates have the market-ready skills to obtain great careers and make a difference in the world.

Values

Our values drive our organizational culture and our behaviour in delivering our vision and mission. They are:

Integrity and Transparency...

we will behave and communicate sincerely and honestly

Respect...

we will treat everyone with dignity and offer superior service

Equality and Diversity...

we will champion all learners and celebrate diversity

Innovation...

we will be leaders in market-responsive learning experiences and solutions

Personal and team accountability...

we will do what we say we will do



THE STUDENT EXPERIENCE COMES FIRST AT DURHAM COLLEGE

Important to All

Students and staff at Durham College are committed to academic excellence by:

- Demonstrating respect for one another and property
- Maintaining a clean and safe environment
- Taking an active role in the learning process
- Providing and receiving support when necessary
- Attending classes and/or appointments regularly and on time
- Modeling skills, attitudes and expectations of the workplace

Support Staff

- Provide professional quality customer service to students and staff
- Direct students and staff to appropriate resources
- Support and assist students in their learning and career goals
- Promote services that enhance student success

Faculty

- To be positive, enthusiastic, patient and flexible
- To be in the class early and prepared to begin on time
- To keep current in academic and professional knowledge
- To be prepared for activities, exercises and demonstrations
- To be available and show willingness to help students
- To ensure that all students get equal assistance and time
- To perform evaluations according to established criteria and within a reasonable time frame
- To return and take up any assigned homework, assignments, tests and projects promptly
- To identify students requiring remedial assistance, and to direct those students to the appropriate services
- To write constructive and helpful statements when evaluating student assignments
- To use a variety of teaching and questioning techniques
- To encourage student participation and feedback wherever possible
- To outline professional responsibilities, career alternatives, and avenues for further education following graduation
- To provide a course outline to each student at the beginning of the course, to review the outline with the students, and to adhere to the outline
- To adhere to Durham College policies, procedures and guidelines
- To place the safety and well being of the student above all other objectives, including fulfilling education obligations

Students

- To be prepared for class and professional practice activities. This will include reading appropriate textbook assignments prior to class and completing any homework assignments
- To be in class and arrive on time
- To participate in class activities
- To demonstrate respect for all persons and the learning environment
- To be trustworthy, honest, and accountable for own behaviour
- To complete tests, assignments and evaluations as required, striving for excellence
- To demonstrate effective communication skills
- To understand all course requirements and to follow them
- To seek assistance immediately if unable to follow the subject requirements for any reason
- To read and adhere to Durham College policies, procedures and guidelines

Administration

- Meet or exceed standards of excellence
- Manage budgets and resources
- Support students and staff in meeting their responsibilities
- Support/direct approved operational procedures
- Communicate relevant information in a timely fashion
- Be current in their field of leadership in a college environment

Important Dates 2009-2010

Fall semester examinations will take place Friday, December 11 to Thursday, December 17 2009. Winter semester examinations will take place Monday, April 19 to Friday, April 23, 2010.

Please ensure that you do not schedule vacation or employment during these times.

FALL 2009 SEMESTER

August 31, 2009	Registration for part-time Oshawa campus students begins and window opens for timetable changes. Apprenticeship Classes begin
September 8, 2009	Orientation for first-year students.
September 9, 2009	Classes begin for most programs.
September 15, 2009	Last day for late program registration. Last day for fall semester course or program changes.
September 22, 2009	Last day for full-time students to withdraw with full refund, less \$100 administration fee. ^{1,2} Last day for refund eligibility when dropping to part-time. Last day for part-time students to withdraw with tuition fee refund less an administration fee. ^{1,2} Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for fall semester subjects.
September 30, 2009	Student Health Insurance Plan “Opt-out” deadline. Last day for application for fall semester subject exemption/credit. Last day for withdrawal from a fall semester subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. ^{1,2}
October 12, 2009	Thanksgiving (no classes).
October 22, 2009	Fall Convocation (Time and location TBA)
November 12, 2009	Scholarship Ceremony
November 13, 2009	Winter 2010 semester fees due date.
November 16, 2009	Online registration for winter 2010 semester courses on the Oshawa campus begins.
November 20 2009	Last day to withdraw from a fall semester subject with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. ^{1,2}
December 17, 2009	Fall semester final examinations/evaluation(s) conclude; exams running from Friday, December 11 th to Thursday, December 17 th for post-secondary students. Note: tentative snow days for Oshawa campus will be January 6 and 11, 2010.
December 17, 2009	Last day of classes for most programs.

December 23, 2009	Grades are available to view electronically as of 4 p.m. Note: official distribution date for the purpose of academic appeals is January 6, 2010. Full-time Oshawa campus students may process timetable changes for the winter semester through MyCampus as of 4 p.m.
December 25, 2009 – January 3, 2010 inclusive	Campus closed for the holiday season.
WINTER 2010 SEMESTER	
January 4, 2010	Registration for Oshawa campus part-time students begins. Apprenticeship Classes begin
January 6, 2010	Classes begin for most programs. Official grade distribution date for the purpose of Academic Appeals.
January 12/ 14/ 16, 2010	Dates for missed exams from Fall Semester 2009
January 12, 2010	Last day for late program registration. Last day for winter semester course or program changes.
January 19, 2010	Last day for full-time students, who started their program in September 2009, to withdraw with a refund of <u>winter tuition fees</u> . ^{1,2} Ancillary fees and school supply fees are not refundable. Last day for full-time students, who started their program in January 2010, to withdraw with a refund of full fees paid less \$100 administration fee. ^{1,2} Last day for refund eligibility when dropping to part-time. Last day to withdraw from part-time studies with tuition fee refund less an administration fee per subject. Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for winter semester subjects.
January 31, 2010	January start students only: Student Health Insurance Plan “Opt-out” deadline.
February 2, 2010	Last day for application for winter semester subject exemption/credit. Last day to withdraw from a January start subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. ^{1,2}
February 1, 2010	February start classes begin.
February 1 – 5, 2010	Winter Break week – No classes for Intermediate & Advanced Electrical Block students.
February 5, 2010	Last day for February start late program registration. Last day for February start course or program changes.
February 12, 2010	Last day for full-time students, who started their programs in February 2010, to withdraw with a refund of full tuition fees paid less \$100 administration fee. ^{1,2}

	Last day for refund eligibility when dropping to part-time for February start only.
	Last day for February start students to submit a Prior Learning Assessment and Recognition (PLAR) request for winter semester subjects.
February 15, 2010	Family Day (no classes)
February 19, 2010	T2202As available online via MyCampus as of 4 p.m.
February 22 – 26, 2010	Winter Break week. No classes with the exception of Apprenticeship and OFAD February start students.
February 26, 2010	Last day to withdraw from a February start subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. ^{1,2}
February 28, 2010	February start students only: Student Health Insurance Plan “Opt-out” deadline.
March 1 to 5, 2010	Winter Break week – No classes for Apprenticeship students.
March 15 to 19, 2010	Winter Break week – No classes for OYAP Apprentices.
March 26, 2010	Last day to withdraw from a January start subject with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. ^{1,2}
April 1, 2010	Spring 2010 semester fees due date.
April 2, 2010	Good Friday (no classes).
April 9, 2010	Last day to withdraw from a February start subject with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. ^{1,2}
April 19 – 23, 2010	Winter semester final examinations/evaluation(s) concludes.
April 23, 2010	Last day of classes for most January start programs.
April 30, 2010	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
May 11/ 13/ 15, 2010	Dates for Missed Exams from Winter Semester 2010.
May 3 – July 23, 2010	Field Placement I (12 weeks)
May 3 – August 20, 2010	Field Placement III (16 weeks)
SPRING 2010 SEMESTER	
May 10, 2010	Most Spring classes begin.
May 14 2010	Last day for late program registration.
	Last day for most spring semester course or program changes.
May 21, 2010	Last day to withdraw from most spring semester programs and receive a partial refund. ^{1,2}
	Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for most spring semester subjects.

	Last day to withdraw from most spring semester subjects with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. ^{1,2}
	Last day for application for spring semester subject exemption/credit.
May 31, 2010	Student Health Insurance Plan “Opt-out” deadline.
May 24, 2010	Victoria Day (no classes).
June 4, 2010	Last day to withdraw from most spring semester subjects with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. ^{1,2}
June 17 & 18, 2010	Convocation (Time and location TBA).
June 25, 2010	Last day of classes for most Spring start programs.
June 30, 2010	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.

SUMMER 2010 SEMESTER

July 1, 2010	Canada Day (no classes).
July 5, 2010	Summer classes begin.
July 9, 2010	Last day for late program registration. Last day for most summer semester course or program changes.
July 16, 2010	Last day to withdraw from most summer semester programs and receive a partial refund. ^{1,2} Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for most summer semester subjects. Last day to withdraw from most summer semester subjects with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. ^{1,2}
July 30, 2010	Last day for application for summer semester subject exemption/credit. Last day to withdraw from most summer semester subjects with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. ^{1,2}
August 2, 2010	Civic Holiday (no classes).
August 20, 2010	Last day of classes for most Summer start programs.
August 25, 2010	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.

NOTES:

1. Official Withdrawal forms must be completed by the student and submitted to the Office of the Registrar.
2. The administration fee for international students will vary.

These dates represent the best information at time of publication. The College reserves the right to make changes subject to amendments to existing legislation, Collective Agreements, or as required by the College. Dates may vary slightly from program to program.

Program Information

Child and Youth Worker

Child and Youth Work is a profession founded on a commitment to well-being of children, adolescents, and their families who may be struggling with life challenges and who may be in powerless and often hopeless situations. Child and Youth Workers aim to address the psychological, social, cultural, spiritual, and biological needs of young people and their families. This may occur at different life stages and in a variety of settings. Child and Youth Work practice includes assessing client and program needs and then designing and implementing treatment interventions, programs and planned environments. The relationship between the worker and the client is a primary tool for supporting the child's/youth's growth of skills self-esteem, and emotional well-being. Some will work shift work, in a job that can be physically and emotionally challenging.

Professional Responsibility

A significant number of field placements in Child and Youth Work require students to be at least 19 years of age in order to assume a beginning level of professional responsibility. Those who are below 19 years of age could have a limited range of field placement options, which in turn could delay graduation.

Description

Durham College's Child and Youth Worker program is designed to prepare students to provide frontline treatment services to children and youth experiencing social, emotional or behavioural challenges. Students in this program will receive specific education and skill development related to child management techniques, engagement skills, advocacy, family support interventions, designing treatment programs (for both individuals and groups) and working with multi-disciplinary teams. Faculty work closely with students to support skills development and growth in communication techniques and counselling theory and practice. The curriculum encourages self-reflective practice in which the student will explore his/her own values, beliefs, attitudes and assumptions relating to human behaviour and relationships.

Throughout the program, students' classroom learning is complemented with field experience (supervised by qualified, professional practitioners) in a minimum of two different settings. The Field Placement component allows students in the program to apply practical skills and competencies. Such applied training provides students with the opportunity to establish and build therapeutic relationships with children and youth within a professional environment. These relationships are the cornerstone of the Child and Youth Worker approach.

Career Opportunities

Child and Youth Worker graduates are employed by agencies or institutions designed to meet the range of needs of troubled children or adolescents and their families. Employment can be found in:

- Children's mental health centres
- Residential treatment centres
- School boards
- Day treatment centres
- Group homes
- Community based child and youth programs
- Psychiatric centres
- Child welfare agencies
- Hospitals
- Early intervention programs
- Home-based care and treatment
- Juvenile justice programs

Higher Learning Opportunities

Graduates of this program may be eligible for the:

- Bachelor of Arts in Child and Youth Care degree program at Ryerson University, Toronto, Ontario
- Youth Corrections and Intervention
- Addictions Counselling Graduate Certificate Program at Durham College, Oshawa, Ontario
- Communications Disorders Assistant
- Penology and Youth Graduate Certificate Program at Durham College, Oshawa, Ontario
- Bachelor of Professional Arts - Human Services degree program at Athabasca University, Athabasca, Alberta
- Bachelor of Arts (Honours) degree in Child and Youth Studies at Brock University, St Catharines, Ontario
- Bachelor of Arts in Child and Youth Care degree program at the University of Victoria, British Columbia

For specific eligibility requirements for these programs, contact or visit the websites of the schools.

Child and Youth Worker Learning Outcomes

College Standards and Accreditation Council Program Standards

The College Standards and Accreditation Council (CSAC) states that each program standard for a postsecondary program includes the following elements:

Vocational standard

(the vocationally specific learning outcomes which apply to the program in question),

Generic skills standard

(the generic skills learning outcomes which apply to programs of similar length), and

General education standard

(the requirement for general education courses that applies to postsecondary programs).

The vocational and generic skills components of program standards are expressed in terms of learning outcomes.

Learning outcomes represent culminating demonstrations of learning and achievement. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Synopsis of the Vocational Learning Outcomes

Upon successful completion of the Child and Youth Worker Program, the graduate will have reliably demonstrated the ability to:

1. Develop and maintain therapeutic relationships.
2. Foster and utilize therapeutic environments of a residential and non-residential nature which respect culture and which promote well-being and facilitate positive change for children, youths, and their families.
3. Design and implement strategies which promote client advocacy and community education to enhance psycho-social development in children, youths, and their families.
4. Employ effective intervention strategies in the areas of therapeutic programming, individual counseling, and group work which comply with the treatment aims for the client.
5. Collaborate with other service providers and form professional relationships in order to enhance the quality of service for children, youths, and their families.
6. Perform ongoing self-assessment and utilize self-care strategies to enhance professional competence.
7. Identify and use professional development resources and activities which promote professional growth.
8. Communicate effectively in oral, written, nonverbal, and electronic forms to enhance the quality of service.

The above are the Child and Youth Worker Program Standard Vocational Learning Outcomes as identified by CSAC (College Standards & Accreditation Council).

Synopsis of the Generic Skills Learning Outcomes

Upon successful completion of the Child and Youth Worker Program, the graduate will have reliably demonstrated 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 the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete project.
11. Take responsibility for one's own actions, decisions, and consequences.

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

Course Outlines

For each course, a Course Outline that describes course content, learning activities, evaluation methods, timelines and support resources is available online.

This is a binding document. Any changes will be agreed upon by students and the professor and requires approval from the Dean of the School. For further details, please refer to the Course Outlines Policy and Procedure documents (www.durhamcollege.ca/policies). Course outlines are important documents. Please refer to them during the semester and keep them safely afterward. For students who go on to other post secondary institutions or post diploma programs, these will be essential documents.

Please note that students are expected to download copies of their course outlines from MyCampus prior to the **first** class in each course. Instructions for downloading are located on MyCampus at www.durhamcollege.ca/mycampus.

General Education

Durham College strives to ensure that students who graduate are immediately employable in their field of study; able to succeed in employment through the ability to continuously learn; and are capable of contributing positively to the society in which they live and work. Therefore, each program of study will strive to provide students with the skills related to a specific field of study (vocational skills), essential employability skills, and general education.

General education courses strengthen students' generic skills such as critical analysis, problem solving and communication in the context of an exploration of topics with broad-based personal and/or societal importance. Normally, programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma include three general education courses. Such courses are identified on the program of study using the designation of "G". The Vice-President, Academic approves the designation of General Education courses.

Durham College

Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to www.durhamcollege.ca/academicpolicies.

Program Specific

Academic Policies & Procedures

Specific policies which support the assumptions and beliefs of the Child and Youth Worker program have been developed. It is the student's responsibility to read and be aware of these policies.

The School of Health and Community Services reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes.

Scheduled Hours

Hours will vary depending on assigned learning activities. However, student should be available between the hours of 8:00 am and 6:00 pm, Monday through Friday. For field placements in semesters 3 and 6 students may be required to complete evening/weekend shifts.

Test Expectations and Procedures

Students will be required to present their student I.D. card for all tests. If an I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test. Please ensure that you bring your DURHAM COLLEGE STUDENT I.D. card to all tests.

SECTION I

It is the students' responsibility to:

1. Check the test timetable carefully. **Ensure awareness of the time and place that the test/examination is being written.**

Students who have been identified by the CENTRE FOR STUDENTS WITH DISABILITIES office as having special needs will write tests and exams commencing at the scheduled time. If writing in the CENTRE FOR STUDENTS WITH DISABILITIES office, it is the student's responsibility to make appropriate arrangements and communicate them to the teacher.

2. Write all tests within the scheduled time. Should this not be possible, the student or student representative must notify the professor **prior to the test**, or in the case of an emergency as soon as it is possible to do so. Failure to comply will result in a mark of “0” for the test missed.

The opportunity to write a missed test is at the **discretion of the course professor**. If a student is allowed to write a missed test, the alternative time is to be arranged directly with the professor of the course within a week of the missed test and may occur on a Saturday at 9:00 am in the Test Centre. Appropriate documentation (e.g. note from doctor, dentist, etc) may be requested by the course professor in order to secure permission to write the test at a later date.

3. The weighting of a missed test may be applied (at the discretion of the professor) to the final examination; or the weighting of such other evaluation items selected by the professor may be increased.
4. Keep only erasers, pens, pencils and Kleenex on the desk. All other articles must be removed from the desk. Any other required items will be supplied.
5. Stop talking upon entering the room. The test paper should not be turned over until directed to do so.
6. Be sure your name appears on all computer cards, booklets and papers.
7. Check the test paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.
8. Complete the computer forms correctly. Answers appearing on the computer sheet will be used to determine the grade. The computer form cannot be altered by the professor.
9. Initial the class list or sign appropriate sheet at the beginning of the test to confirm attendance.

SECTION II

In order to ensure a quiet environment throughout the test, the following guidelines are in effect:

1. **No time extensions** will be granted for late arrivals.
2. If questions or problems arise during the test, the invigilator should be notified by a raised hand.
3. Students should not remain in the hall outside the room as talking in the hall is disruptive.

Assignment Procedures

1. All assignments are to be submitted as **specified by the course professor**. Unless otherwise directed by the professor, submissions made by other means than those written on the assignment instructions will not be accepted and will result in a “0” grade for the assignment.
2. Assignments should be submitted in regularly scheduled classes (unless otherwise directed by professor). Assignments should **never** be left under an office door, in the drop box or in the faculty’s mailbox **unless otherwise discussed with the professor**.

Late assignments:

- Non-negotiated Late Assignment:
This is an assignment that has been handed in late, and there has not been a verbal, contractual agreement between the student and the professor to extend the time for the assignment to be handed in. This assignment is considered late and will be assigned a grade of “0”.
 - Negotiated Late Assignment:
This is an assignment that has been handed in late, but with the permission of the professor. It is the responsibility of the student to notify the professor no later than **24 hours** prior to the submission date, if s/he is unable to submit the assignment as directed. The professor and student, through discussion, will have mutually agreed on the time/extension that the student will receive to hand in the assignment. The student’s grade may be penalized at the rate of 10% per day (including due date of assignment) for each extra negotiated day.
 - Extenuating Circumstances:
In the event of unexpected absence, students must contact the course professor by 9:30 am of the due date. The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. The student may be asked to provide appropriate documentation (e.g. note from doctor, dentist, etc.) to validate the absence and secure permission for the assignment to be submitted at a later time and/or date.
3. Students are responsible for keeping all marked assignments and course work for future reference.
 4. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to Academic Appeals section of the Durham College Student Handbook.
 5. All assignments are to be completed following the APA (American Psychological Society) format. **A document prepared by the College library outlining APA format is a required resource and available from the library.**
 6. Work completed and submitted by the student must be the product of student’s own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in the DCSA Student Handbook. Refer to the section on Academic Dishonesty.

Prerequisite Courses

Course prerequisites exist to promote student success. Exceptions to the established prerequisite subject structure are not permitted. Students who do not have full credits completed from previous semesters may not be eligible for a full-time course load due to a required prerequisite. **Students with non-standard scheduling needs are urged to review their academic plan with the student liaison each semester.**

For complete details of academic and program policies refer to the Durham College Student Handbook.

Academic Honesty

Academic Integrity

To maintain academic integrity, student work shall be the product of his or her own efforts. In an effort to ensure the highest standards, Durham College has purchased a license with Turnitin.com, an online plagiarism detection service. Such practices as cheating and plagiarism cannot compromise academic integrity as defined in the Academic Integrity Policy and Procedures documents (www.durhamcollege.ca/policies).

Requirements For Promotion

Evaluation and Promotion

Academic subjects are evaluated in a variety of ways. These may include tests, written or oral assignments, and group work as well as final examinations. The evaluation criteria for each course are included with the course outline. Students are advised to familiarize themselves with these criteria early in the semester. Please refer to the Grading and Promotion Policy and Procedures documents (www.durhamcollege.ca/policies).

Academic Probation

Students who do not achieve/maintain a cumulative GPA of 2.0 (exceptions are listed below), or are otherwise not progressing satisfactorily, may be placed on academic probation at the Dean's discretion. Such students may be allowed to continue in the program on a Letter of Permission (a Student Success initiative contract) which will specify conditions which must be met. Students who do not meet the conditions of their academic probation will be required to withdraw from the program.

Missed Final Examinations

Students who, as a result of an **emergency circumstance**, (i.e. a death in the family or illness), are unable to complete all of their program evaluation requirements must notify their Dean or designate as soon as possible. The Dean will consult with the appropriate faculty member(s) to determine and validate the reason(s) and eligibility for Aegrotat (AEG) standing. Please note a student is eligible for an AEG only once in his/her academic career at Durham College. For more details on AEG eligibility, please go to www.durhamcollege.ca/policies, to view the Aegrotat Policy (ACAD-110).

Students who, as a result of a **non-emergency circumstance**, miss a final examination now have an option under a new college policy. It provides an avenue for a student with no less than a cumulative 1.5 GPA to pay a fee to defer/reschedule the writing of one or more final examinations during a single exam period. This policy can only be used once in a five-year period. External accreditation requirements, the availability of appropriate examination facilities and other constraints necessitate that not all courses will be eligible.

Procedure for “Missed Final Examination” policy

1. As soon as the examination schedule is posted and the student becomes aware of the problem/conflict or within two (2) college days of missing the examination(s), he/she must notify their School office and make arrangements to meet with the Student Liaison or designate for advising regarding the missed examination policy.
2. Student meets with Student Liaison or designate for advising. Advising is extremely important to ensure students make the right decision/choice (AEG or missed examination) and understands that this is a **once only** in a five-year period opportunity.
3. During the interview, the Student Liaison or designate:
 - a) Checks the Veteran Information screen in Banner to ensure the student has not utilized the Missed Exam privilege before within a five-year period.
 - b) Confirms the course is eligible for this policy.
 - c) Confirms the student has a cumulative GPA of at least 1.5 or reviews midterm grades in consultation with school dean or designate for 1st year students.
4. Student Liaison or designate assists student in completing the Application for Missed Examination form, ensures accuracy, notes the due date for student to make payment to the Office of the Registrar, and identifies special software/lab requirements or laptop usage prior to signing form. Note: Exams which require special software/lab requirements or are laptop exams may require a directive from the Dean/Associate Dean.
5. Student takes signed copy of completed Application for Missed Examination form to the Office of the Registrar and makes \$150/course payment within two (2) college days of the missed exam date (as noted on the application form). The application will not be processed until payment has been received. Payments will **not** be refunded. If a student is writing a missed exam due to a religious holiday, the fee will be waived.

6. The Office of the Registrar must receive a copy of the Application for Missed Examination form from the student with the Student Liaison or designate signature and checks the student's record in the Veteran Information screen (part of GSR) in Banner to ensure student has not had the Missed Exam privilege within the past five (5) years.
7. The registration clerk will process the application and payment (\$150.00 per course), enter the information on the "Veteran Information screen (part of GSR)" screen, and provide student with receipt and completed application form. The Office of the Registrar keeps gold copy of form.
8. The student takes the receipt and copy of the completed application to the School of Career Development and Continuing Education, Room A165. The School of Career Development and Continuing Education gives to the PLAR office, Room A165, for processing.
9. The PLAR office, Room A165, receives completed application and payment receipt from students, prepares faculty contract and notifies the faculty member(s) and school of need to create a new exam. The PLAR office receives exam package from faculty and, if required, confirms special requirements with faculty. The PLAR office ensures the Test Centre receives the exam package.
10. The student is responsible for confirming their exam sitting time and date with the Test Centre by phone at 905.905.2000 ext. 2557 or by email at TestCentre@dc-uoit.ca, The exam date will occur within two weeks of the next term for December exams and within two weeks after the formal examination period for the April exams. The exam date and time may be scheduled at night and on weekends. The student will not be able to reschedule this date under any circumstance.
11. The student completes the rescheduled exam and the PLAR office gives, exam, marks change form and contract to faculty for signing. Within 3 days of scheduled exam, the professor returns the assessed exam, completed Mark Change form and signed contract to the PLAR office, Room A165, for processing.
12. The Office of the Registrar posts the student's final grade on MyCampus and, if necessary, informs the student and student liaison if the student is not eligible to be registered into pre-requisite courses.
13. The faculty member receives payment as per contract prepared by the PLAR office.

For more details on this policy and the procedure, please speak with your Student Liaison or see the website www.durhamcollege.ca under Academic Policies.

Field Placement

Field training provides valuable experience in the workplace. When on field placement, students must realize that their behaviour reflects upon the entire student body and the image of the college. Students are expected to act in a professional manner. This includes punctuality and regular attendance.

Eligibility

Students must obtain and maintain a cumulative GPA of 2.0 and successfully complete all prerequisites to be eligible for field placement. Any student on a Letter of Permission or who has an unresolved Student Alert (see Student Handbook) will not be assigned a field placement until the issue pertaining to the alert or letter of permission has been successfully addressed.

Criminal Reference Check

Students are required to get a criminal reference check, including Vulnerable Sector Screen prior to commencing placement. Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence (hometown). When requesting a criminal reference check, students must inform the police that the criminal reference check is required for work with vulnerable persons and is required for a student placement.

Students with criminal charges or convictions, criminal charges pending or an unclear criminal record will be severely limited in placement and/or employment opportunities or be denied by the placement agency, and therefore may be unable to complete the program.

Health & Safety Requirements

Completion of a confidential College Health Entry Immunization Form (Year 1) or Re-Entry Form (Year 2) is required prior to the start of field placement. Current certification in Cardiopulmonary Resuscitation (CPR-C) and Standard First Aid is required prior to the start of placement. All costs associated with CPR-C/Standard First Aid certification and inoculations, are the responsibility of the student.

Transportation

Students are responsible for their own transportation in order to complete field placement requirements. Durham cannot guarantee placements that are readily accessible by public transportation. Students are responsible for all costs associated with such transportation.

Professional Responsibility

A significant number of field placements in Child and Youth Work require students to be at least 19 years of age in order to assume a beginning level of professional responsibility. Those who are below 19 years of age could have a limited range of field placement options, which in turn could delay graduation.

Selection Process

The program strives to provide students with a varied field placement experience (ages of clients and type of agency). The selection process involves consideration of ensuring learning objectives can be met, the students' needs, desires, skill level and the availability of placement agencies. Field Placement opportunities offered to students will be selected by the Practicum Officer in consultation with the Program Coordinator.

Students will be required to successfully complete an interview with the student agency and complete all prerequisites successfully in order to be accepted into the Field Placement courses.

Student Conduct

Students are expected to dress appropriately for the placement setting and to behave in a professional manner at all times, including having respect for his/her colleagues. Students should ensure that personal property is safely secured while at placement and should not use electronic devices for personal use when working with clients.

Attendance

Students are expected to complete the required hours of field placement. Students will not attend placement on Statutory Holidays and will not be expected to make up these hours. Completion of all required placement and seminar hours (where applicable) is a requirement for receiving a "pass" grade.

The scheduled hours will be negotiated with the field placement agency supervisor and the college advisor, and can occur throughout the week (that includes weekdays and weekends). Although it is understood that the agency may require students to work some evenings and weekends, all shifts must be done outside of scheduled class hours.

Students are expected to attend placement **and** seminar class (where applicable) **punctually** and to actively participate.

If going to be absent for placement, students are expected to contact the placement supervisor, according to agency procedure, and college advisor before, or on the day of the scheduled placement, should an emergency occur. Any missed placement time, needs to be made up in consultation with the placement supervisor.

Students are expected to attend ALL seminar classes. 1 discretionary missed seminar class will be granted to students **if** negotiated with and approved by the professor. Any absences beyond that will be dealt with on an individual basis and the student will be required to complete an assigned learning activity. Failure to comply will result in a failing grade. Students are expected to contact the professor before seminar class or in the case of an emergency as soon as is possible.

Placement Supervision

Students while on placement are assigned a College Advisor, whose responsibility is to facilitate the teaching effort of the Field Placement Supervisor, provide information about the field placement course, interpret policies, keep channels of communication open with the agency and determine final grade.

Direct supervision, while on placement, is completed by a field placement supervisor who is an appropriately credentialed and experienced employee of the placement agency familiar with the field of Child and Youth work. The field placement agency employees are accountable for the safety of the students and the clients and therefore must be directly involved in decisions regarding safety (i.e., off property privileges for clients/with students) and should contact the Placement Coordinator or the Program Coordinator for situations requiring approval from the college.

Placement Evaluation

MID-TERM EVALUATION: The college advisor will contact the agency to establish a date and time for the mid-term evaluation in which the student, field placement supervisor and college advisor will meet to review the student's progress. This meeting will allow everyone to have consistent information and will provide a guide for both the placement agency and the student for the second half of the semester in order to ensure student success in each objective by the final evaluation. At the meeting, the student will come with a **written self-evaluation based on client feedback, supervisor's feedback, advisors feedback and his/her own perceptions. The student will also be prepared to discuss examples of how they met the objectives.** During the mid-term evaluation, the mid-term form will be completed by the College Advisor reflecting the feedback received during the meeting. At that time any questions regarding the learning outcomes can be answered. The student will receive feedback in all areas of the evaluation. All three parties will sign this report. The report will be retained by the advisor at the college, but students are encouraged to make a copy for future reference. The college advisor will bring the mid-term report to the final evaluation meeting. If a student, at mid-term, has not yet had an opportunity to be evaluated on his/her ability to meet a learning objective, a plan is developed during the meeting to establish how that learning objective can be reached in that setting. In the event that the student is demonstrating inadequate achievement in the field placement experience, documentation on the evaluation form showing examples of the difficulty must be included. This will assist the student to understand the areas of concern and provide a clear picture to the student of what is required of him/her in order to be deemed successful. **Unsatisfactory performance will also be documented with a Student Alert form.**

FINAL EVALUATION: The final evaluation is to be completed by the student and the Field Placement Supervisor **prior** to the final meeting. This evaluation is presented to and reviewed by the college advisor at a meeting established within the last 2 - 3 weeks of placement. The student should also be prepared to state how each of the three goals they developed at the beginning of placement (skill, knowledge, personal), have been reached. In the event, a student receives a rating of one or two, documentation on the evaluation form showing examples of the difficulty must be included. A final copy of the evaluation is to be signed by the supervisor and the student and submitted to the advisor by the last day of the field placement.

Health Policies and Guidelines

1. ENTRY IMMUNIZATION FORM

A completed Immunization Entry Form must be on file in order to be eligible to attend the practicum placement portion of your program. No student is allowed in placement if the form remains incomplete.

The Immunization Entry Form indicates the immunizations that are legislated as requirements for hospital or nursing home placements. These forms are sent to each student at time of registration and are a requirement as a term of acceptance into the program.

The form can take up to 3-4 weeks to complete and may require more than one physician visit. If you do not have access to a physician, the Campus Health Centre can accommodate, by providing a physician to complete the form. Please call the Campus Health Centre for an appointment or with your questions regarding completion of this form.

2. TUBERCULOSIS SURVEILLANCE (TB/Mantoux testing)

All first year students and new entry students are required to provide proof of TB (Mantoux) status, as a part of the Entry Immunization Form. A Two-Step Mantoux Skin Test (TB) is required. If a two step TB test has been completed in the past he/she must submit proof of this testing and a current yearly one step. If you are a known positive conversion, proof of a follow-up chest x ray must be submitted, in lieu of test.

3. INFLUENZA IMMUNIZATION [Flu shot]

It is strongly recommended that students receive influenza immunization (a flu shot) each year. Proof of influenza immunization is a requirement for placement in Nursing Home, Homes for the Aged and some chronic care facilities. Please ensure you are immunized, if your placement involves one of these facilities.

If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over. This may result in a grade of Fail for the student if she/he cannot meet the learning outcomes for that rotation.

4. ILLNESS

Durham College has a responsibility to the practicum agencies concerning infection control. The student is responsible for assessing his/her ability to attend practicum/field placement. When reporting off due to illness, students are to comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your professor for further direction. If medical attention or a physician's note is required please contact the Campus Health Centre or your family physician.

The following *must* be reported to the Campus Health Centre prior to attending practicum placement for consultation and advice.

1. Rashes
2. Open or weeping wounds
3. Suspected exposure to or diagnosed communicable disease. (I.e. Measles, chicken pox)
4. Conjunctivitis (pink eye)
5. Respiratory symptoms/illness
6. Gastrointestinal symptoms/illness

a) Communicable Disease Contact: If you suspect you have been in contact with a communicable disease, notify the Campus Health Centre nursing staff. Depending on the communicable disease, the staff will recommend or be required to notify other sources for preventative reasons (i.e. Hospital, Public Health Dept.) These situations are assessed on individual basis.

b) Gastrointestinal/Diarrhea: If symptoms of diarrhea persist for longer than 24 hours, follow up through the Campus Health Centre or family physician is required.

c) Respiratory: Respiratory symptoms reportable include a fever of greater than 38 degrees and a new or worsening cough or shortness of breath. Reporting through the Campus Health Centre or family physician of these symptoms is required for clearance to placement facility. (Source: Directive to All Ontario Acute/Non-Acute Care Facilities Under Outbreak Conditions, ACO-03-05. Oct. 22, 2003)

5. ACCIDENTAL INJURY

Any student sustaining an injury during class or at a practicum placement must fill out a Durham College Accidental Injury Report. Forms are available from your professor, or school of study office. Any accidental injury may result in a Workers Compensation Claim. Please discuss this with your professor or Dean of your program within 24 hours of injury.

Format for Completing an Accidental Injury Report

1. Notify your practicum professor of the accident/injury immediately.
2. Complete a Durham College Accidental Injury Report within 24 hours following the injury. The report must be legible and completed by the injured person, with assistance of faculty or the Campus Health Centre.
3. If injury/accident occurs on practicum placement, also notify the placement agency of the injury, and then follow the agency's policy.

6. MANAGEMENT OF PERSONS WITH EXPOSURE TO BLOOD OR BODY FLUIDS

Definition of “Exposure” exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which standard precautions apply.

a) If an Exposure Occurs, Immediately Apply First Aid.

1. Instruct the person to press cuts or punctures of the skin to make it bleed.
2. Wash the area with soap and water
3. If eyes(s) splashed, rinse with tap water or saline with eye(s) open.
4. If mouth is affected, spit out suspected fluid and rinse with water.
5. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact.

b) Reporting and Post-Exposure Management

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (i.e.: practicum teacher/faculty)
2. Report immediately to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up. Follow the policy of the agency in which the exposure occurred.
3. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
 - Date, time, location (agency) of exposure
 - Job duty being performed by student/staff at the time of exposure
 - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact.
 - Description of source of exposure, including of known, whether the source material contains HIV, HBV
 - Details about referral to physician for assessment/treatment (date, time, location, name of physician in emergency department)
4. Follow –up counselling and on-going evaluations by a physician can be arranged if the student does not have a physician.

7. TRAVEL OUTSIDE CANADA

Please be aware that upon returning, if you are unwell, you are advised to consult with the Campus Health or Family physician. Depending on your destination and physical assessment upon your return, the staff may require stool specimens before you would be able to return to your placement setting. This is a precaution to rule out transmission of dysentery or salmonella infection. This is assessed on an individual basis.

8. WORKERS SAFETY AND INSURANCE BOARD (WSIB)

All students must complete a work/education agreement for workers compensation prior to commencing Practicum placement. In case of accident, students are covered by Worker's Compensation. Students who have Practicum placement with employers outside the Worker's Compensation Act will be covered by private insurance purchased by the Ministry of Education and Training. Any Accidents or injuries must be reported to the practicum professor within 24 hours of the injury, and the forms will be completed by the student with the assistance of the professor.

**THE CAMPUS HEALTH CENTRE IS LOCATED
IN THE RECREATION AND WELLNESS COMPLEX
ROOM G-1030**

**THE HOURS OF OPERATION:
MONDAY – Friday 8:30 am-4:30pm**

PHONE: 905-721-3037
www.durhamcollege.ca/campushealthcentre

Guidelines Related to Student Injury

1. The student must report any injury to his/her preceptor immediately and to the professor/faculty advisor as soon as possible.
2. The agency's accident/injury report will be completed by the student with the professor/preceptor's assistance.
3. The Durham College, "Accident/Injury Report" will be completed by the student and made available to the faculty advisor on the next business day. Please refer to Forms section. School of Health Fax 905-721-3189
4. The original report is kept on file at Durham College.
5. If required, the Workplace Safety and Insurance Board [WSIB] form, "Employers' Report of Injury/Disease Form 7" will be completed by the student with the assistance of the practicum officer in the School of Health & Community Services Office at Durham College the following business day.

The WSIB form is to be completed if the work related injury has caused the student to

- Be absent from their regular work and or
- Require modified work and or
- Obtain health care

The law requires the WSIB form to be completed within 3 calendar days after the injury.

If you have any questions about whether a WSIB form should be completed call Lori Russell the practicum officer at 905-721-2000 x. 2199.

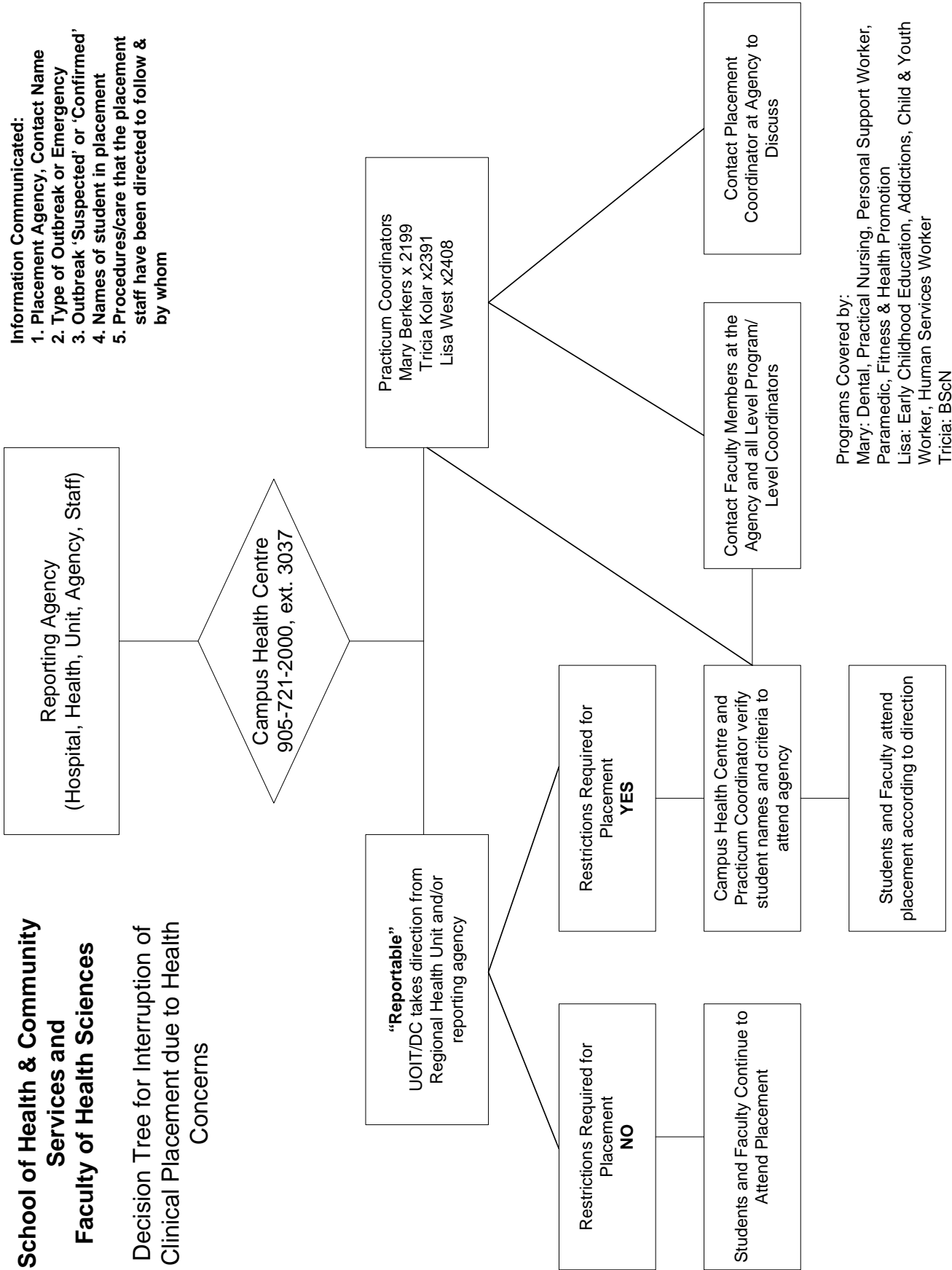
6. The student requiring emergency care will report to the Emergency Department; otherwise the student will be attended by his/her physician. The student does not utilize the hospital's employee health services when injured.

Workplace Safety and Insurance Board

The student must complete a work/education placement agreement for WSIB prior to commencing the Consolidation experience. In case of accident, the student is covered by WSIB. Students who have placements with employers outside the WSIB will be covered by private insurance purchased by the Ministry of Education and Training. Any accidents or injuries must be reported to the teacher within 24 hours of the injury.

School of Health & Community Services and Faculty of Health Sciences

Decision Tree for Interruption of Clinical Placement due to Health Concerns



Information Communicated:

1. Placement Agency, Contact Name
2. Type of Outbreak or Emergency
3. Outbreak 'Suspected' or 'Confirmed'
4. Names of student in placement
5. Procedures/care that the placement staff have been directed to follow & by whom

Programs Covered by:
 Mary: Dental, Practical Nursing, Personal Support Worker, Paramedic, Fitness & Health Promotion
 Lisa: Early Childhood Education, Addictions, Child & Youth Worker, Human Services Worker
 Tricia: BScN

Academic Advising - Student Liaison

Durham College is committed to the success of every student during their educational experience. There are many resources available to support students on this journey. Academic Advising is a comprehensive service that is aimed towards meeting students' needs, increasing student satisfaction, improving retention and enhancing the quality of academic life. Each school has a **Student Liaison** to facilitate academic success. These representatives can assist students to:

- identify career goals and make sound academic decisions
- develop academic plans to promote success in the event of failed subjects or low grade point average (GPA);
- make decisions regarding full-time/part-time studies;
- review graduation requirements;
- set up academic plans with individual students upon request;
- find equivalent credits;
- transfer to another program;
- select electives and options; and
- access other college services to support student success.

While drop-ins may be possible for specific answers to short-term questions about courses, schedules, and procedures, it is advisable for students to set up one on one appointments with their Student Liaison. Appointments may be made in person or by phone. Please visit your School office for further information.

Your Student Liaison is:

Name: Nancy McGuire
Office #: Room SW205, South Wing, Gordon Willey Building
E-mail address: nancy.mcguire@durhamcollege.ca
Telephone: 905-721-3066
Appointment time available: 9:00 am - 4:30 pm

Centre for Students with Disabilities

Supporting students to REACH their full potential

E-mail: disabilities@durhamcollege.ca

About the CSD

The Centre for Students with Disabilities (CSD) at Durham College provides services to students who are blind or have low vision, who are deaf or hard of hearing and those with physical, medical, psychiatric and learning disabilities. These services are designed to support students and the college in our responsibility to meet our legal obligations under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act by ensuring that we have the supports in place to allow students with disabilities to fully participate in all aspects of the academic environment. Our services are confidential.

Registering for Accommodations

Accommodations are organized in co-operation with the student and as required, with the faculty on an individual basis. They are based on review of the medical or psycho-educational documentation completed by the appropriate medical professional or psychologist familiar with the student's particular diagnosis. The student is responsible for self identifying and submitting documentation of a permanent or temporary disability to the CSD in B297.

Assistance in obtaining the appropriate documentation may be available. Accommodations may include extra time and/or technology supports for tests and exams, assistance obtaining records of class lecture material, reduced course load, material in alternate format, assistive technology assessment and training and learning strategies.

Things to Remember for Tests and Final Exams

In order to receive test and exam accommodations through the CSD, students **must** have completed the CSD Registration process including providing appropriate documentation. This can be a timely process – contact the CSD as early as possible.

Test Registration forms are available on our [CSD website](#) –click on Test Centre Request Forms. The Test Registration forms are also available in the CSD Test Centre (Room B216) as well as our main CSD Office (Room B297).

Completed test forms need to be submitted to the CSD Test Centre (5) business days before the scheduled test, in order to reserve a space. If a space is unavailable, the alternative may be you have to write that test with your class.

CSD Final Exam sign-up **DEADLINES** are **ALWAYS** several weeks **BEFORE** the final exam period. The deadlines as well as the CSD final exam information, explaining our online sign-up process, will be posted on My Campus each term.

It is the student's responsibility to check My Campus frequently as all important test and exam information including registration deadlines will be posted to My Campus.

The CSD may be **unable** to accommodate students who do not sign-up by the final exam sign-up deadline.

To Find Out More About CSD Services...

For further information please call 905-721-3123, drop by at B297 to set up an appointment or visit our website at www.durhamcollege.ca/csd.

Student Academic Learning Services

Learner Support Centre

Student Academic Learning Services provides academic skills instruction and tutoring for students wishing to improve their academic success.

Services offered to students include:

- One-to-one appointments with our:
 - Academic Writing Specialists
 - English Second Language Specialists
 - Learning Strategies Advisors
 - Learning Skills Advisors (subject specific)
 - Peer Writing Tutors
- Academic clinics and workshops held monthly, per semester and/or at a professors' or students' request. Examples include:
 - Time management and organization
 - Note taking and reading skills
 - Test / exam preparation
 - Referencing
 - Research and essay writing
- Subject specific supports in a variety of disciplines
- College peer tutoring program
- Drop-in assistance when schedules permit
- Software tutorials in the subject areas of Math, English and Science.
- Links to online academic resources

Students are invited to visit the Centre or take a look at our website to determine the most appropriate way to make use of the services available.

Visit our website at <http://durhamcollege.ca/lsc> or drop by SW201 to learn more.

The Library

The Library is here to help you succeed!

Stop by for help to research a topic, complete an assignment, or when you just need a quiet place to study. The Library on the north side of the Polonsky Commons and is easy to find. Both wired and wireless computer access is available along with 10 small group study rooms. Although food is not permitted in the library, drinks in covered containers are allowed and you can buy a Starbucks coffee to go at the Library Café.

Most of the Library's resources are in digital format and are available 24x7 through the Library's web page. You can access them from on or off campus by logging in with your student number and computer password. The digital resources include e-books, magazines, journals, newspapers, statistical databases.

Visit the library virtually at www.durhamcollege.ca/library to:

- Research a Topic,
- Find books and articles,
- Renew materials,
- Request an interlibrary loan,
- Book a group study room,
- Get online help from a librarian
- Check on the hours the library is open

Your campus photo ID card is also your library card and is required to check out books and Reserves.

The librarians work closely with your professors to provide class presentations directly linked to your assignments. Additional sessions on using specialized resources are also offered throughout the year and help is also available on the library website. You may contact the Reference staff by phone or e-mail, and you are always welcome to visit our Reference desk in person. We look forward to helping you!

Check the website for library hours.

Circulation desk (905) 721.3082

Reference desk (905) 721.2000 x. 2390

reference@dc-uoit.ca

College Publications

At Durham College, several publications provide the information you need before you start classes.

Program Guide

The “Program Guide” provides specific information about your program. It will describe the program of studies and give a description of each course contained in the program. The Program Guide is distributed to all students in print format and is also available on the Durham College website. It provides specific requirements, policies and procedures that are applicable to the individual program.

Note:

- This guide is not intended to be a complete statement of all procedures, policies, rules and regulations at Durham College.
- The College reserves the right to change or cancel any provisions, requirements or subjects at any time.
- Student and/or Faculty Advisors will assist in planning programs, but it is the student’s responsibility to meet the requirements for certificates and diplomas.

Continuing Education Course Book

Continuing Education publishes course calendars – Fall, Winter/Spring, listing courses for credit towards Post-Secondary Programs, and personal and professional development. The same course outlines are used for full-time and Continuing Education courses.

Courses may be accessed through classroom setting, correspondence (distance education) or online courses (Internet).

If you are unable to access a day-time course (timetable conflicts, repeat of a course, etc.) or want to get a head start on your next semester, check out Continuing Education’s current course book and register at the Office of the Registrar early to ensure a seat is reserved for you.

Please check our website for comprehensive information @ www.durhamcollege.ca.

Scholarships and Bursaries

Awards, amounts and availability are subject to change at the discretion of the Student Awards office or the donor. All awards are based on information available at the time of publication.

Application process: Information on all scholarship, bursaries and awards for registered Durham College students including application, submission and deadline details will be posted on the DC Student tab of the MyCampus section of the College website. Students are advised to check MyCampus regularly for updates.

Eligibility: Students who are currently enrolled at Durham College are eligible to apply for scholarships and bursaries. Many awards have specific guidelines and students are advised to read all information about the award before applying.

Scholarships: Scholarships are awarded to students who have achieved academic and personal excellence. Some scholarships are awarded solely on academic performance. Others are based on a combination of academic achievement and proven personal excellence including leadership and community involvement.

In-Course scholarships: In-Course scholarships are awarded to returning full-time students in post secondary programs who have demonstrated academic excellence in their studies. Students must have been registered in full-time studies in the same program in consecutive years to be considered. In-Course Scholarships are solely based on GPA and no application is necessary unless otherwise noted. Recipients are notified via MyCampus e-mail.

Awards: Awards may be based on scholastic achievement and/or financial need. There may be other requirements for qualification such as membership in certain organization, enrollment in specific programs, leadership abilities and/or community service. Students must be in good academic standing to be considered.

Bursary Program: Durham College supports access to post secondary education following these principles:

- No qualified Ontario student should be prevented from attending Ontario's public colleges and universities due to lack of financial support programs.
- Students in need should have access to the resources they need for their postsecondary education.

Bursaries may be available to full time post secondary students requiring additional financial assistance to cover their educational costs. When students' personal and family resources are not sufficient to cover costs they are expected to apply for OSAP. Before applying for a bursary, students should investigate all other forms of financial assistance. Other resources may include scholarships, family support, student line of credit and part time employment.

All students must complete the online Student Financial Profile application for consideration for bursary funding. Information, application instructions and submission deadlines for the Student Financial Profile may be found on the MyCampus website under the DC Student tab. The student is notified of the application results via MyCampus email.

Durham College Access Bursary Program

This bursary is available to Ontario students offered admission to a full time, first year program at Durham College in September 2009. This program is intended to assist students with financial need.

Returning Student Bursary Program

Returning students must complete the Student Financial Profile application for consideration for bursary funding.

For further information on scholarships, bursaries and awards, please contact studentawards@dc-uoit.ca.

Awards Open to Students in All Programs

Title of Award	Award Value (\$)
Albis Award	\$500
Business & Professional Women of Durham Award – <i>In Course (Application Required)</i>	\$500
Campus Living Centre Residence Award	\$250
Canadian Federation of University Women Oshawa and District Award	\$500
CAW Family Auxiliary 27 Award	\$250
Durham College Access Bursary	Various amounts
Durham College Alumni Association Award	\$1200
Durham College Alumni Association Award – <i>In Course (Application Required)</i>	\$500
Durham College Bursary	Various amounts
Durham College Endowed Award – <i>In Course</i>	\$500 or \$1000
Durham College International Student Scholarship	\$1500
Durham College Scholarship – <i>In Course</i>	\$500 or \$1000
Durham Region Chairman's Award	\$1000
Durham Region Chairman's Scholarship	\$1000
Durham Regional Police Services Board Bursary – <i>awarded every other year</i>	\$1000
Fairfax Financial Holdings Ltd. Scholarship	\$3500
Garfield Weston Award	\$2500 + up
Greenbriar Foundation Award	\$1000
Harold "Pat" Dooley Bursary	\$900
International Student Emergency Bursary	Various amounts
June White Memorial Entrance Award	\$500
Lenovo (Canada) Inc. Access Awards	\$500
Lifelong Learning Award – <i>In Course (Application Required)</i>	\$500
Lifelong Learning Bursary	\$500
Lois and Gary Polonsky Award	\$1000
Lois Sleightholm Award	\$2000
Marjorie Elizabeth Willoughby Award	\$3000
McErlean Family Award	To be determined
Ontario First Generation Bursary	\$3000
Ontario International Educational Opportunity Scholarship	\$2500
OPG Employees' and Pensioners' Charity Trust	\$1000
Oshawa B'Nai B'Rith Lodge Scholarship	\$300
Oshawa Double B Sports Club Bursary	\$800
Retired Teachers of Ontario District 28 Award	\$500
Ross Mackie Award	\$2000
UA Local 463 Award	\$400
Wordham Family Award	To be determined
Your Student Association Award	\$400

Convocation Awards

Founder's Cup	\$200
Durham College Medal: Top Student – Three year Program	\$500
Durham College Medal: Top Student – Two year Program	\$500
Durham College Medal: Top Student – One year Program	\$500
Durham College Medal: Top Student – Apprenticeship Program	\$500
Governor General's Academic Medal and W. Bruce Affleck Memorial Scholarship	\$2000
President's Leadership Award	\$500

Transfer Guide

If your post-secondary school plans include a diploma and a degree, you can take advantage of many degree completion programs offered through partnerships negotiated by Durham College with many universities.

A Durham College diploma can earn you credit toward a university degree. University admissions policies and partnership transfer agreements between Durham College and a number of universities facilitate university admission for Durham College graduates from specific programs by giving credit for college study. Graduates may receive credit for several courses or for a year or more toward a university degree. These opportunities are detailed, by program, on the **Durham College Transfer Guide**

http://www.durhamcollege.ca/EN/main/programs_courses/transferguide.php. Look for your program name on the left hand side of the chart. Interested students looking for further information are encouraged to consult with their program faculty or the admissions office of the receiving institution.

If you do not see your program on the chart, you may find pathway opportunities and information on collaborative programs, articulation agreements and credit transfers between Ontario universities and colleges available on the Ontario College University Transfer Guide website at www.ocutg.on.ca.

Durham College Program	Transfer Institution	Transfer Degree	Minimum College Average Required	Details	Further Information
Any Two Year Diploma	Carleton University	Bachelor of Arts	3.0 GPA	5 transfer credits awarded	www.carleton.ca
	Nipissing University	Bachelor of Arts	B average	Maximum of 18 credits awarded, 3 courses	www.nipissingu.ca
	University of Ontario Institute of Technology	Bachelor of Commerce (Honours)	80%	after completion of bridging program, entry into yr 3 of 4	www.uoit.ca
	Griffith University	Bachelor of Arts/ Bus/ Com/ Criminology/ Environmental/ Info Tech/ Eng/ Human Services/ Photography/ Journalism	65%	Maximum of 1.5 years advanced standing	www.griffith.edu.au/credit Apply to info@komconsultants.com by October 1 for February entry
	University of Western Sydney	Relevant Bachelor's Degree	GPA 2.6	1.5 yrs advanced standing. Degree completion in 1.5 years	www.uws.edu.au/international or info@komconsultants.com
Any Three Year Diploma	Carleton University	Bachelor of Arts	70%	7 transfer credits awarded	www.carleton.ca
	Nipissing University	Bachelor of Arts	70%	Max. of 30 credits awarded, 5 courses	www.nipissingu.ca
	University of Ontario Institute of Technology	Bachelor of Commerce (Honours)	80%	after completion of bridging program, entry into yr 3 of 4	www.uoit.ca
	Griffith University	Bachelor of Arts/ Bus/ Com/ Criminology/ Environmental/ Info Tech/ Eng/ Human Services/ Photography/ Journalism	65%	Maximum of 2 years advanced Standing	www.griffith.edu.au/credit Apply to info@komconsultants.com by October 1 for February entry
	Laurentian University	Bachelor of Arts	B	Max of 54 credits awarded toward a total of 90 for degree completion	www.laurentian.ca
	University of Western Sydney	Relevant Bachelor's Degree	GPA 2.6	2 yrs advanced standing. Degree completion in one year	www.uws.edu.au/international or info@komconsultants.com

Child and Youth Worker	Ryerson University	Bachelor of Arts-Child and Youth Care	70% (B average)	possible entry into year 3 of 4	www.ryerson.ca
	Athabasca University	Bachelor of Professional Arts - Human Services Major		72 transfer credits awarded toward a total of 120 for degree completion	www.athabascau.ca
	University of Western Sydney	Bachelor of Education		Graduates of this program may be eligible for up to 120 credit points toward the degree	www.uws.edu.au/international
	Brock University	Bachelor of Arts in Child and Youth Studies (honours)	75%	Graduates of this program who are accepted as transfer students into the Child and Youth Studies program at Brock will be granted 4 transfer credits upon entrance and may apply for an additional 3 transfer credits after completing a further 11.5 credits toward the 20 credit BA in Child and Youth Studies	www.brocku.ca
Dental Hygiene	Athabasca University	Bachelor of Health Administration		42 transfer credits awarded toward a total of 90 for degree completion	www.athabascau.ca
	University of Ontario Institute of Technology	Bachelor of Allied Health Sciences	GPA of 2.7 on a 4 point scale	Durham College graduates from Dental Hygiene may receive up to 57 advanced credits (19 courses) towards the 120 credit hour (40 courses) honours degree. Students may choose to specialize in health administration, health information management or adult education.	http://healthsciences.uoit.ca
Early Childhood Education	Ryerson University	Bachelor of Arts- Early Childhood Education Program	6 grade 12 U/M credits, 70% in ECE program, plus 3-1 semester Univ liberal studies courses	entry into year 3 of 4 year program Completion: 2 years	www.ryerson.ca
	Athabasca University	Bachelor of Professional Arts		60 transfer credits towards 120 degree credits	www.athabascau.ca
	Nipissing University	Bachelor of Arts	3.0 GPA	maximum 30 credits awarded toward 90 degree credits	www.nipissingu.ca
	Griffith University	Bachelor of Human Services		degree completion in 3 semesters	www.griffith.edu.au/credit Apply to info@komconsultants.com by October 1 for February entry
Fitness and Health Promotion	University of Guelph-Humber	Bachelor of Applied Science in Kinesiology	75%	Graduates may receive up to 5 transfer credits and may enter into a May semester before continuing with four additional semesters of study.	admission.guelphhumber.ca Contact: Jonathan Christie at 416-798-1331 ext. 6277

Human Services Worker	Athabasca University	Bachelor of Professional Arts		60 transfer credits towards 120 degree credits	www.athabascau.ca
	Griffith University	Bachelor of Human Services		degree completion in 3 semesters	www.griffith.edu.au/credit Apply to info@komconsultants.com by October 1 for February entry
	Ryerson University	Bachelor of Social Work	'B' average	Advanced standing to third year of program - completion of some university liberal studies courses required	www.ryerson.ca
	Brock University	Bachelor of Arts (honours) with a major in Psychology	75%	Graduates of this program who are accepted as transfer students into the BA (psych) program at Brock will be granted 3.0 transfer credits toward a 20-credit degree. After completing 12.5 credits at Brock, students can then apply for 2.0 further transfer credits	www.brocku.ca
Paramedic and Advanced Care Paramedic	University of Ontario Institute of Technology	Bachelor of Allied Health Sciences	GPA of 2.7 on a 4 point scale	Durham College graduates from the Paramedic program may receive up to 57 advanced credits (19 courses) towards the 120 credit hour (40 courses) honours Bachelor of Allied Health Sciences. Students may choose to specialize in health administration, health information management or adult education.	http://healthsciences.uoit.ca
Practical Nursing	University of Ontario Institute of Technology	Bachelor of Science in Nursing (Honours)	70%	bridge courses required to year 2	http://healthsciences.uoit.ca
		Bachelor of Allied Health Sciences	GPA of 2.7 on a 4 point scale	Durham College graduates from Practical Nursing may receive up to 57 advanced credits (19 courses) towards the 120 credit hour (40 courses) honours Bachelor of Allied Health Sciences. Students may choose to specialize in health administration, health information management or adult education.	http://healthsciences.uoit.ca

Program of Studies

PROGRAM OF STUDY 2009/2010

SCHOOL OF HEALTH &
COMMUNITY SERVICES

02-Jul-09

-WEEKLY
BREAKDOWN-

CHILD AND YOUTH WORKER

COURSE NAME	MOD	CODE	PREREQUISITES	COREQUISITES	-WEEKLY BREAKDOWN-			ALT. FIELD
					LECT. HRS	LAB HR	DEL .	PLMT. HRS
SEMESTER 1								
INTRO TO CHILD & YOUTH WORKER		CHLD 1500			2	0	0	
INTERPERSONAL COMMUNICATIONS		COMM 2500			3	0	0	
RECORD KEEPING&REPORT WRITING		COMM 2502			2	0	0	
INTERVIEWING SKILLS I		COUN 1500			3	0	0	
ISSUES & ETHICS		COUN 1501			2	0	0	
EMPLOYABILITY SKILLS FOR CYW		GENS 1500			3	0	0	
G INTRODUCTION TO PSYCHOLOGY		PSYC 1000			3	0	0	
					18	0	0	
SEMESTER 2								
THERAPEUTIC ACTIVITIES I		CHLD 2500	CHLD 1500		3	0	0	
CHILD & ADOLESCENT DEVELOPMENT		CHLD 2502			3	0	0	
INTERVIEWING SKILLS II		COUN 2502	COUN 1500		3	0	0	
LIFESKILLS I		COUN 2504			3	0	0	
CRISIS INTERVENTION		COUN 2506	COUN 1500		4		0	
FP PREPARATION & OBSERVATION		FPP 2500	CHLD 1500 COUN 1501	COMM 2502 GENS 1500	COMM 2500	COUN 1500	0	8
G INTRODUCTION TO SOCIOLOGY		SOCI 1000			3	0	0	
					21	0	0	8
SEMESTER 3								
FIELD PLACEMENT I		FWK 3500	FPP 2500 CHLD 2502	CHLD 2500	COUN 2502	COUN 2506	0	37
					0	0	0	37

CHILD AND YOUTH WORKER

COURSE NAME	MOD	CODE	PREREQUISITES	COREQUISITES	LECT. HRS	LAB HR	ALT. DEL.	FIELD PLMT. HRS
<i>SEMESTER 4</i>								
THERAPEUTIC ACTIVITIES II		CHLD 4500	GHLD 2500 FWK 3500	FWK 5500	2		0	
HUMAN SEXUALITY		CHLD 4501		FWK 5500	2		0	
CHILD & YOUTH CARE METHODS		CHLD 4502	GHLD 1500 FWK 3500	FWK 5500	3		0	
LIFESKILLS II		COUN 2505	COUN 2504	FWK 5500	3		0	
FAMILY & FAMILY SYSTEMS		COUN 3501			4		0	
GROUP WORK		COUN 4503	COUN 2502 FWK 3500	CHLD 4500	4		0	
FIELD PLACEMENT & SEMINAR II		FWK 5500	FWK 3500		1	0	0	16
					19	0	0	16
<i>SEMESTER 5</i>								
CHILDHOOD DISORDERS		CHLD 5500	CHLD 2502 FWK 3500	FWK 5500	3		0	
CHILD PROTECTION		CHLD 5501	FWK 3500	FWK 5500	2		0	
ASSESSMENT TECHNIQUES		CHLD 5502	FWK 3500	FWK 5500	2		0	
G CULTURAL ISSUES		COUN 1502	SOCI 1000		2		0	
FIELD PLACEMENT & SEMINAR II		FWK 5500	FPP 2500 FWK 3500		1		0	16
SOCIAL POLICY & ADMINISTRATION		SOCI 1501	SOCI 1000		3	0	0	
					13	0	0	16
<i>SEMESTER 6</i>								
FIELD PLACEMENT III		FWK 6500	**		0	0	0	37
					0	0	0	37

NOTES:

ELE - ELECTIVE - Students may take one or many subjects, depending on the requirements of their program. **ELET -** represents a typical subject load and IS included in the total hours per week, to reflect the total hours per week required.

OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. **OPT1** subjects are included in total hours per week.

G - GENERAL EDUCATION - Subjects marked at the left margin with **G** are "General Education" subjects.

**** Successful completion of all courses from previous semesters and a 2.0 GPA.**

Course Descriptions

SEMESTER 1

INTRODUCTION TO CHILD & YOUTH WORK CHLD 1500

This course helps students gain a better understanding of Durham College's and the CYW Program's key policies and procedures. The student will learn about key principles, modalities and philosophies underlying Child and Youth Work practice. An historical overview of the profession, types of agencies CYWs are employed in, and the various roles/responsibilities a Child and Youth Worker can assume are examined. Activities are designed to emphasize the importance of self-awareness and self-care. The course also serves as to prepare students for their first field placement experience that will occur in their 2nd semester.

INTERPERSONAL COMMUNICATIONS COMM 2500

This course provides students with theory and practice in communication principles that will improve their ability to communicate effectively with clients, superiors and peers. Topics include listening, verbal and non-verbal communication, conflict management, assertiveness, self-disclosure, cross-cultural communication and critical thinking.

RECORD KEEPING & REPORT WRITING COMM 2502

This course is designed for students who work or will be working in the human services field. The focus is on effective written communication skills. Students are introduced to

record keeping and report writing including client case notes, client treatment plans, incident reports and other documentation related to the human services field. Students are encouraged to develop an approach to writing which is based on a writer's purpose, audience and the context of the communication. Samples of each type of report are produced by students.

INTERVIEWING SKILLS I COUN 1500

This course provides students with an introduction to the basic theory and skills necessary for effective interviewing and counselling. A micro-skills approach to intentional counselling is taken. Throughout this course, students use role-play situations to practice skills, concepts and methods designed for developing concrete competencies in interviewing and counselling.

ISSUES & ETHICS COUN 1501

This course introduces students to the professional, ethical and legal issues facing those working in the human services field. A process for ethical decision-making is explored and applied to a wide variety of complex professional dilemmas.

EMPLOYABILITY SKILLS FOR CYW GENS 1500

Students learn the basics of math, computer and communication skills as the three topics relate to the professional needs of a child and youth worker. Topics include reading and understanding policies, budgets and mission statements, grammar, spelling, using the Internet, e-mail, word processing and basic accounting techniques.

INTRODUCTION TO PSYCHOLOGY PSYC 1000

This course introduces students to the vocabulary and principles of psychology. Students are encouraged to develop an understanding of the basic principles of human behaviour and gain insight into how and why people think, learn and behave. Other topics include research methods, physiology, perception, learning, memory, motivation, consciousness and social psychology.

SEMESTER 2

THERAPEUTIC ACTIVITIES I CHLD 2500

This course focuses on the therapeutic use of programming in the care and treatment of children/adolescents. The student will learn how to integrate therapeutic principles into the design and implementation of individual and group therapeutic activities. Emphasis will be placed on the student developing a resource file and therapeutic "bag of tricks" (tools to use in ongoing programming work with clients).

CHILD & ADOLESCENT DEVELOPMENT CHLD 2502

Students will develop a basic understanding of the growth and development of the person, from childhood through adolescence. Norms of development will be studied, addressing the interactive effects of maturation, experience and life content as they affect the individual. A holistic view of

human development and functioning will be encouraged, and an emphasis will be on the integration and application of knowledge of developmental patterns and occurrences.

INTERVIEWING SKILLS II COUN 2502

This course is a continuation of Interviewing Skills I (COUN 1500). The micro-skills approach to intentional counselling is used. In addition, students are introduced to a variety of major theoretical perspectives on counselling. Emphasis is placed on experiential learning and students have the opportunity to continue to integrate theoretical concepts with their emerging counselling skills.

LIFE SKILLS I COUN 2504

This course covers practical information on the dynamics of life skills coaching. Learning is experiential and, as group members, students are expected to participate in a series of structured group work lessons. Sessions emphasize problem solving and personal growth. Topics covered in each lesson complement the predictable stages of group development. Participants begin with basic concepts relevant to the development of all groups. As the group progresses, the unique interests and issues of present members direct the process and topics they are exploring. Core themes of a standard life skills curriculum for coaches in training are covered to enable all students who complete the course to gain experience with fundamental material. However, how the material evolves is a reflection of the dynamics of the group. A commitment to the process and the development of trust among members ensures material is covered in a meaningful way.

CRISIS INTERVENTION COUN 2506

This course examines crisis intervention theory and its application. The material builds on the student's general knowledge of counselling and related issues and focuses on concepts central to crisis work. By way of introduction, students learn to distinguish between long-term counselling and crisis intervention. Following this, crisis related assessment techniques and relevant intervention strategies are studied. Potentially violent situations common to Human Service agencies are explored and the concept of professional burnout as a crisis issue is covered in some detail. In conclusion, the course examines various dispositional crises, ranging from suicide to sexual assault.

FIELD PLACEMENT PREPARATION & OBSERVATION FPP 2500

This subject is designed to assist students in examining their own professional needs and developing an overview of agencies available for field placement in the Child and Youth Worker program. Students will be introduced to the forms and paperwork required for field placement, as well as participates in field placement.

INTRODUCTION TO SOCIOLOGY SOCI 1000

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will

be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

SEMESTER 3

FIELD PLACEMENT CYWK I FWK 3500

Field placements provide students with an opportunity to integrate theory into practice. Students of the Child and Youth Worker program are required to complete assigned hours of field work in a community setting that provides direct client service. This is a supervised 12-week block placement.

SEMESTER 4

THERAPEUTIC ACTIVITIES II CHLD 4500

As a follow-up to Therapeutic Activities I, students will learn more advanced and a wider variety of applications, methods, and techniques directed towards working with children experiencing social, emotional, and behavioural difficulties. Particular emphasis will be given to the creative use of different models/approaches (i.e. drawing, fantasy, drama, play therapy, sensory). The course is designed to emphasize theory and practice.

HUMAN SEXUALITY CHLD 4501

This course provides an overview of human development and attitude are society's attitude about human sexuality. An understanding of sexuality and associated typical and atypical behaviour in young people will be explored, which will include possible implications when working with disturbed or troubled youth. Students will develop the skills required to discuss numerous issues related with youth about sexuality.

**CHILD & YOUTH CARE
METHODS
CHLD 4502**

This course deals with advanced methods for intervening with children and youth. Students will have an opportunity to practice these interventions and evaluate their effectiveness in given circumstances. Techniques demonstrating how to handle everyday occurrences, while enhancing the therapeutic relationship, will be taught and practiced considering a variety of settings (day treatment, school, recreational program, and residence).

**LIFE SKILLS II
COUN 2505**

This course covers theoretical and practical information on the dynamics of life skills coaching with particular emphasis on the Saskatchewan NewStart model and subsequent developments of the theory as demonstrated through the life skills publications of the YWCA. Key concepts relevant to life skills coaching are examined. As well, the process and dynamics of the Life Skills I group are reviewed from a theoretical perspective. Having examined life skills theory, students develop and conduct a group session for peers, giving and receiving feedback on their facilitation style.

**FAMILY & FAMILY SYSTEMS
COUN 3501**

This course is an introduction to families from a family systems and family therapy perspective. Students will learn to view human behaviour and behaviour problems as expressions of family interactions and structure. Models of individual therapy will be contrasted to a family approach,

and the student will be introduced to the concept of “the individual in context”. Family dynamics will be explored as factors in psychopathology and mental health. The student will also be introduced to assessment and treatment planning from a family therapy perspective.

**GROUP WORK
COUN 4503**

This course provides a theoretical framework for understanding group work as a service delivery model. The student will learn about stages, roles, leadership, communication patterns, and professional and ethical aspects. Through practice situations the student will begin to learn how to apply these concepts when facilitating a therapeutic group. Emphasis will be placed on the design and implementation of a small group program for a particular client population.

**FIELD PLACEMENT &
SEMINAR II
FWK 5500**

Field placements provide students with an opportunity to integrate theory into practice. Students of the Child and Youth Worker program are required to complete assigned hours of field work in a community setting that provides direct client service. This is a supervised two-day a week placement that includes a seminar component. It is a 14-week placement.

SEMESTER 5

**CHILDHOOD DISORDERS
CHLD 5500**

Students will be introduced to the various child and youth psychopathologies related to intellectual, social, emotional and physical sensory functioning. They will examine the characteristics, needs and methods of assessment as they apply to the various

pathologies. As well, students will consider the difficulty these children and youth have in realizing their full human potential and the methods that are employed to assist people in their attempts to be fully accepted.

**CHILD PROTECTION
CHLD 5501**

This course is designed to provide students with an overview of child/adolescent abuse in its many forms, including the causes, symptoms, indicators, preventions and treatment. Material will focus on understanding the role of the child and youth worker when dealing with issues pertaining to child protection. Students will have the opportunity to explore and discuss the dilemmas of child protection work, as well as look at the impact this work has on them as a professional.

**ASSESSMENT TECHNIQUES
CHLD 5502**

This course will examine the use of assessment instruments and recording tools used by various education and social service organizations. Why agencies keep records and how the information in these records is created, monitored and updated will be reviewed. The functional assessment tool will be studied as a process for gathering information to understand problem behaviour situations and to develop effective and supportive plans of care.

**CULTURAL ISSUES
COUN 1502**

This course will help the student to develop a better understanding of the concerns and issues of culturally diverse clients and their communities. They will gain appreciation for the diversity of cultures and subcultures and their interactions in Canadian society. The course will also provide the

students with opportunities to look at their personal, as well as professional values, and relationships to clients of culturally diverse views.

service. This is a supervised 16-week block placement.

**FIELD PLACEMENT &
SEMINAR II
FWK 5500**

Field placements provide students with an opportunity to integrate theory into practice. Students of the Child and Youth Worker program are required to complete assigned hours of field work in a community setting that provides direct client service. This is a supervised two-day a week placement that includes a seminar component. It is a 14-week placement.

**SOCIAL POLICY &
ADMINISTRATION
SOCI 1501**

Social Policy and Administration provides an overview of the Canadian social welfare system. The course begins by highlighting relevant historical factors and exploring significant aspects of the social welfare system that are unique to Canada. An array of current social issues will be addressed with an emphasis on the impact of relevant social policy. The course progresses to address strategies for service delivery. The various roles that different professionals play, and the interplay of social welfare with other related systems, will be clarified.

SEMESTER 6

**FIELD PLACEMENT III
FWK 6500**

Field placements provide students with an opportunity to integrate theory into practice. Students of the Child and Youth Worker program are required to complete assigned hours of field work in a community setting that provides direct client