

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.

Printed: June 2011

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. Supporting our mission that the student experience comes first, Durham College is committed to providing students with quality learning experiences and support in finding fulfillment in education, employment and lifelong learning.

Our programs are continually shaped by market needs and delivered by exceptional teachers with real-world experience. 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 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.

I wish you much success with your studies.



*Judy Robinson,
Vice President, Academic*

School of Health & Community Services

Child and Youth Worker

Program Faculty & Staff

The office of the School of Health & Community Services is located in SW106 of the Gordon Willey Building.

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Health & Wellness Centre – G127 (Main Campus) – Kathy Lazenby, 905-721-3037
School of Health & Community Services Office Telephone: 905-721-3080
Fax: 905-721-3189
Website: <http://hcs.durhamcollege.ca/>

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, questioning, and assessment techniques
- To motivate and engage learners in active and collaborative learning
- To encourage student participation and feedback wherever possible
- To effectively use learning technology
- 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 2011 – 2012

Please note the dates of your semester examinations. **Please ensure that you do not schedule vacation or employment during these times.**

FALL 2011 SEMESTER

July 4, 2011	Fees due date for first year students
July 12, 2011	Web registration - for 2 nd year students who have paid for fall semester - begins.
July 13, 2011	Web registration - for 3 rd year students who have paid for fall semester - begins.
July 19, 2011	Web registration - for 1 st year students who have paid for fall semester - begins.
July 20, 2011	Fees due date for returning students.
August 1, 2011	Civic holiday (no classes).
TBA	Registration for part-time Oshawa campus students begins and window opens for timetable changes.
August 29, 2011	Apprenticeship Classes begin.
September 5, 2011	Labour Day (no classes).
September 6, 2011	Orientation for first-year students.
September 7, 2011	Classes begin for most programs.
September 13, 2011	Last day for late program registration. Last day for fall semester course or program changes.
September 20, 2011	Last day for full-time students to withdraw with a refund of fees paid, less a \$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, 2011	Student Health Insurance Plan "Opt-out" deadline.
October 3, 2011	Due date for 2 nd instalment of Fall fees.
October 4, 2011	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 10, 2011	Thanksgiving (no classes).
October 20, 2011	Fall Convocation (to be confirmed)
October 26, 2011	Deadline for submission of adjusted marks to clear INC grades from Summer 2011. INC grades after this date will revert to a fail.
November 16, 2011	Winter 2012 semester fees due date.

November 17, 2011	Scholarship Ceremony
November 14, 2011	Last day to withdraw from a fall semester subject. After this date, all subjects will be graded and recorded on the student's transcript. ^{1,2}
December 9, 2011	Last day of classes for most programs.
December 12 to 16, 2011	Fall semester final examinations/evaluation(s) for postsecondary students. Students are reminded not to schedule vacation or employment hours during these times. January 4 and 5, 2012 scheduled as tentative snow dates for the Oshawa campus.
December 22, 2011	Grades are available to view electronically as of 4 p.m. Note: official distribution date for the purpose of academic appeals is January 4, 2012.
TBA	Full-time students may process timetable changes for the winter semester through MyCampus as of 4 p.m.
December 24, 2011 – January 1, 2012 inclusive	Campus closed for the holiday season.

WINTER 2012 SEMESTER – JANUARY START

November 21, 2011	Web registration for Fall start 1 st year students for winter 2012 semester courses begins.
November 28, 2011	Web registration for 2 nd and 3 rd year students for winter 2012 semester courses begins.
December 5, 2011	Web registration for January start students begins.
December 7, 2011	Winter 2012 semester fees due date.
TBA	Registration for Oshawa campus part-time students begins.
January 2, 2012	Apprenticeship Classes begin
January 4, 2012	Classes begin for most programs. Official grade distribution date for the purpose of Academic Appeals.
January 10, 2012	Last day for late program registration. Last day for winter semester course or program changes.
January 10, 12 and 14, 2012	Dates for missed exams from Fall Semester 2011
January 17, 2012	Last day for full-time students, who started their program in September 2011, 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 2012 to withdraw with a refund of fees paid less a \$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, 2012	January start students only: Student Health Insurance Plan "Opt-out" deadline.

January 30 to Feb 3, 2012	Winter Break week for Electrical Block Intermediate & Advanced apprenticeship students only.
January 31, 2012	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 8, 2012	Due date for 2 nd instalment of Winter fees.
February 17, 2012	T2202As available online via MyCampus as of 4 p.m.
February 20, 2012	Family Day (no classes).
February 20 to 24	Winter Break week; no classes with the exception of Apprenticeship and February-start students.
February 27 to March 2	Winter Break week for Apprenticeship students with the exception of Electrical Block Intermediate and Advanced students.
March 7, 2012	Deadline for submission of adjusted marks to clear INC grades from Fall 2011. INC grades after this date will revert to a fail.
March 12 to 16, 2012	Winter Break week for most OYAP apprentices (except OYAP hairstylists; please see your school office).
March 19, 2012	Last day to withdraw from a January-start subject. After this date, all subjects will be graded and recorded on the student's transcript. ^{1,2}
April 6 2012	Good Friday (no classes).
April 10, 2012	Last day to apply to graduate – courses ending April 2012.
April 13, 2012	Last day of classes for most January-start programs.
April 16 to 20	Winter semester (January start) final examinations/ evaluation(s); students are reminded not to schedule vacation or employment hours during these times.
April 27, 2012	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
May 8, 10, and 12, 2012	Dates for Missed Exams from Winter Semester 2012.
June 21 & 22, 2012	Convocation (Time and location TBA)

WINTER 2012 SEMESTER – FEBRUARY START

December 7, 2011	Winter 2012 – February-start - semester fees due date. Web registration for February-start students begins.
January 30, 2012	February-start classes begin.
TBA	Registration for Oshawa campus part-time students begins.
February 3, 2012	Last day for February-start late program registration. Last day for February-start course or program changes.
February 10, 2012	Last day for full-time students, who started their programs in February 2012 to withdraw with a refund of fees paid less a \$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 20, 2012	Family Day (no classes).
February 29, 2012	February-start students only: Student Health Insurance Plan "Opt-out" deadline.
February 24, 2012	Last day for application for semester subject exemption/ credit. 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}
March 7, 2012	Due date for 2 nd instalment of Winter fees – February-start students only. Deadline for submission of adjusted marks to clear INC grades from Fall 2011. INC grades after this date will revert to a fail.
April 6, 2012	Good Friday (no classes)
April 9, 2012	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}
May 4, 2012	Last day of classes for most February start programs.
May 10, 2012	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
June 21 & 22, 2012	Convocation (Time and location TBA)

SPRING 2012 SEMESTER

March 7, 2012	Spring 2012 semester fees due date.
April 10, 2012	Web registration for Spring/Summer programs begin.
May 7, 2012	Most Spring classes begin.
May 7 – July 27, 2012	Field Placement I (12 weeks)
May 7- August 24, 2012	Field Placement II (16 weeks)
TBA	Registration for Oshawa campus part-time students begins.
May 11, 2012	Last day for late program registration. Last day for most spring semester course or program changes.
May 18, 2012	Last day for full-time students, who started their programs in Spring semester to withdraw with a refund of fees paid less a \$100 administration fee. ^{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 21, 2012	Victoria Day (no classes).
May 31, 2012	Student Health Insurance Plan "Opt-out" deadline.

June 8, 2012	Last day to withdraw from most spring semester subjects. After this date, all subjects will be graded and recorded on the student's transcript. ^{1,2}
June 22, 2012	Last day of classes for most Spring-start programs.
June 29, 2012	Deadline for submission of adjusted marks to clear INC grades from January start Winter 2011 semester. INC grades after this date will revert to a fail.
June 28, 2012	Spring semester grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.

SUMMER 2012 SEMESTER

April 10, 2012	Web registration for Spring/Summer programs begins.
May 2, 2012	Summer 2012 semester fees due date.
July 2, 2012	Canada Day (no classes).
July 3, 2012	Summer classes begin.
July 9, 2012	Last day for late program registration. Last day for most summer semester course or program changes.
July 16, 2012	Last day for full-time students, who started their programs in Summer semester to withdraw with a refund of fees paid less a \$100 administration fee. ^{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} Last day for application for summer semester subject exemption/credit.
August 3, 2012	Last day to withdraw from most summer semester subjects. After this date, all subjects will be graded and recorded on the student's transcript. ^{1,2}
August 6, 2012	Civic Holiday (no classes).
August 17, 2012	Last day of classes for most Summer start programs.
August 23, 2012	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
October, 2012	Convocation (Time and location TBA)

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
- UOIT's BA in Criminology and Justice (Youth, Crime and Justice Specialization)
- Addictions Counselling Graduate Certificate Program at Durham College, Oshawa, Ontario
- Communications Disorders Assistant, Graduate Certificate Program at Durham College, Oshawa, Ontario
- Youth Corrections & Interventions, 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 Catherines, 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 learning outcomes, 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 (<http://www.durhamcollege.ca/academicpolicies>). 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

General education courses strengthen students' skills in areas 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". General Education courses are typically a combination of mandatory and elective courses.

According to Durham College Academic Policy ACAD-103 and as a requirement for graduation, every Durham College student in a two or a three-year diploma program must have successfully completed a minimum of three General Education courses from at least **two different** General Education themes as follows:

- GNE1 1100 – Personal Understanding
- GNE1 1200 – Arts and Society
- GNE1 1300 – Civic Life
- GNE1 1400 – Social and Cultural Understanding
- GNE1 1500 – Science and Technology

Durham College

Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to http://www.durhamcollege.ca/EN/main/about_us/governance/policies.php#cp

Program Specific Academic Policies & Procedures

The Durham College Child and Youth Worker program strives to promote student responsibility, accountability, professionalism, growth and development. Specific policies which support the assumptions and beliefs of the CYW Program have been developed. These policies are written to serve as a guide for student actions towards the goal of being successful in the program and ultimately acquiring the necessary knowledge and skills to become an effective Child and Youth Worker.

If a student does not adhere to the policies contained in this Program Guide, consequences will range from the student being unsuccessful, the student being made aware of the concern(s) by faculty and/or administration, to more severe disciplinary action, such as being asked to leave the classroom and/or being issued an Academic Alert.

It is the student's responsibility to read, understand, and comply with the policies outlined in this document. Students will be asked to sign a form indicating that they have read this Program Guide and the "Academic Policy & Procedures" section of the current Durham College Student Handbook. There will be three copies of this statement: one will be retained by the student, one will be placed in the student's file, and the third will be kept on file by faculty.

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

The following policies apply to all subjects unless students are advised otherwise. Additional policies specific to individual courses may be included in those course outlines.

Scheduled Hours

Hours will vary depending on assigned learning activities. However, students 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 a variety of shifts that could include: daytime, afternoon, evening and/or weekends and need to be available to complete 37.5 hours per week for the duration of the field placement.

The Learning Environment

One factor that has an impact on student success is an appropriate learning environment. Acceptance of the following information will ensure a positive learning environment for both faculty and students.

Attendance and Student Success

Students are expected to attend all class sessions, arriving on time and remaining until dismissed. It is the student's responsibility to notify the instructor in advance of anticipated absences, late arrivals, or early departures.

Attendance has been shown to be the best predictor of student success. Most courses are designed to build on skills previously learned and applied in class; a student missing topics will find it more difficult to complete

subsequent assignments. If a student is absent from class, it is his/her responsibility, **prior to the next class**, to learn what was missed.

Students are responsible for knowing all course requirements and instructions given in class, even if they are absent from that class. They are encouraged to find classmates who are willing to gather handouts, take notes and pass along instructions and information from classes that they have missed. The student who has missed class is encouraged to contact the professor immediately if any of the information she/he has received is unclear.

Class Preparedness and Participation

Students are expected to read all Course Outlines prior to the first class. If a student does not understand any part of the outline he/she should direct any inquiries to the faculty of the course. Students are expected to prepare fully for each class; preparation includes reading all materials that have been assigned, bringing required learning tools (i.e. resources for note-taking, Textbooks). Students are also expected to participate in all classes. Participation may include asking questions, actively listening, offering answers/opinions, and assuming the role of a cooperative and contributing group member.

Communication

Communication is important to all of us in the CYW Program. Students are expected to check My Campus daily for both college-wide and program specific information (especially information conveyed by the Placement Coordinator). Each Durham College student has a My Campus e-mail address which they should check daily. **Communication between students and faculty via e-mail is limited to the My Campus system. Durham College faculty are not permitted to use or reply to personal e-mail addresses.** Emails need to be grammatically correct with proper spelling and punctuation to reflect professional student-teacher communication. Some professors require students to utilize the WEBCT mail system for specific course communication, it is each student's responsibility to know which professors have this requirement and adhere to it.

It is the student's responsibility to keep the professor informed about any circumstances which may be interfering with the student's success in that subject. The professor cannot provide support and assistance if s/he is not aware that a problem exists. In the CYW program, faculty will encourage students to use a solution-focused approach to difficulties and expect students to assume responsibility for accessing the necessary supports that faculty may recommend. Students can leave messages on the professor's voice mail or e-mail 24 hours a day and arrangements can be made for the professor and the student to meet and work together to resolve any issues or challenges.

If a student has a concern about an individual course, the first step in finding a solution should be a discussion with the professor of that course. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Program Coordinator or the Student Liaison.

Classroom Conduct:

Character, behaviour and academics are equally important to student success.

Students are expected to conduct themselves in a professional manner at ALL times. It is everyone's responsibility to have respect for their peers and the faculty. Students are expected to pay full attention in class and avoid distracting others. Students need to understand that faculty teaching in the CYW Program may have different Codes of Conduct for their classroom and that it is each student's responsibility to adhere to them.

Professional Values and Integrity

It is an expectation that every student in the program will:

- Conduct his/herself ethically, honestly, and with integrity in **all** situations.
- Treat fellow students, faculty, staff, and administrators fairly and impartially.
- Dress appropriately, avoiding clothing that is revealing, provocative, or includes offensive language or visuals. Situations in which professional or business casual may be appropriate include class presentations, sessions with guest speakers, ceremonies, and at professional events such as interviews, information sessions.
- Make every effort to prevent discrimination and harassment.
- Behave and speak professionally, respectfully, and courteously at all times.
- Use the college's property, facilities, supplies, and other resources in the most effective and efficient manner.
- Be fair in his/her evaluation of administrators, faculty, staff and fellow students.
- Make good use of time by engaging in appropriate activities, and, when possible, participating in worthwhile organizations and activities on campus and in the broader community.
- Bring any concerns about any class situation or about the course to the attention of the faculty in a timely manner, and in an atmosphere that is non-confrontational and respectful of issues of confidentiality.
- Refrain from discussing any concerns about another faculty member or another class with any other faculty member. Instead, he/she will approach the faculty member directly.
- If he/she feels reluctant to approach the faculty member for any reason (i.e. genuinely intimidated or concerned that any discussion could threaten his/her academic standing or sense of security or integrity), the student should discuss his/her concerns with the Program Coordinator, or if the concern is with the Coordinator, discuss his/her concerns with the Associate Dean.

Technology

Electronic devices can enhance learning; however it can also hinder it. Listening to music, text messaging, cell phone calling, and internet surfing can distract both those who engage in these acts as well as those around them; therefore all cell phones, computers, pagers, MP players and iPods are to be turned off before the start of class (unless otherwise instructed by the professor).

Professors recognize that there may be times when a student needs to be available to receive an urgent call. If a student requests and is granted this privilege, it is expected that the phone will be turned to "vibrate" so that its ringing will not disrupt the class or disturb other students. It is also expected that, should a call come in, the student will leave the classroom to respond.

Late Arrivals in Class

Students are expected to arrive to class on time both at the beginning of class and after breaks. Professors recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and disturbs a class already in progress, the professor has the right to prohibit entry to the classroom until a suitable break occurs.

During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted. (Special circumstances may be presented to the professor in advance of the class for consideration.)

Students who arrive late on the day of a test will not be given any additional time to complete the test. No student will be allowed to enter the test room after the first student to complete the test leaves the room.

Eating and Drinking in Classrooms

Light snacks and drinks are permitted in classrooms as long as the student takes responsibility for removing garbage and cleaning up his/her workspace before leaving the class. The professor has the right to revoke this privilege if these conditions are not met or if other students in class object to the practice.

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.

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.**
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.

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.**

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

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.

Please refer to the Course Outline of each course for details pertaining to missed tests.

Guidelines to Be Followed During Tests:

1. 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.
2. Stop talking upon entering the room or when directed to do so by your teacher. The test paper should not be turned over until directed to do so.
3. Be sure your name appears on all computer cards, booklets and papers.
4. Check the test paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.
5. 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.
6. Initial the class list or sign appropriate sheet provided by the teacher to confirm attendance.
7. In order to ensure a quiet environment throughout the test, the following guidelines are in effect:

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

Assignment Procedures

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 and/or on Course Outlines will not be accepted and will result in a "0" grade for the assignment.

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**.

It is advisable to always retain a copy of any documentation you submit for evaluation.

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 percentage rate that the student will be penalized for each late day will be specified by the professor and/or written on the Course Outline.

- **Extenuating Circumstances:**

In the event of unexpected absence, students must contact the course professor by 8:00 am of the due date or in case of emergency as soon as possible. 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) to validate the absence and secure permission for the assignment to be submitted at a later time and/or date.

Students are responsible for keeping all marked assignments and course work for future reference.

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.

Required Citation

All assignments are to be written following the APA (American Psychological Society) format. APA is the required format for use in the CYW Program. The student is expected to follow the expectations in the APA Citation Guide provided by the Durham College Library:
<http://www.durhamcollege.ca/assets/section~specific/library/pdf/apa.pdf>.

Plagiarism/Academic Dishonesty

Written work must be the product of the student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in Academic Integrity Procedure = ACAD – 101.1.

Conflict Resolution

Students will be encouraged to use Campus Conflict Resolution Services to resolve conflicts that may occur during their courses (i.e. group work); <http://jes.durhamcollege.ca/EN/main/about/cms.php>

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.**

Academic Integrity

Academic integrity refers to the pursuit of scholarly activity in an open, honest and responsible manner. Acts that undermine academic integrity, such as plagiarism, cheating and misrepresentation of work, contradict Durham College's core values.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of his or her efforts. Durham College has purchased a license with Turnitin.com, an online service to detect unoriginal work and citation errors. The Academic Integrity Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>) provide a comprehensive explanation of Durham College's expectations regarding academic integrity.

Requirements For Promotion

Evaluation and Promotion

Academic courses are evaluated using a variety of methods such as tests, essays, labs, written or verbal assignments, in-process activities, group work and/or final examinations. The evaluation criteria for each course are noted in its 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 (<http://www.durhamcollege.ca/academicpolicies>) for a complete overview of grading and promotion practices.

Academic Probation

Students who are not progressing satisfactorily according to criteria published in their respective program guides may be placed on academic probation, at the discretion of the school Dean or designate. Such students may be allowed to continue their studies on a Letter of Permission (an academic student contract) which will specify conditions which must be met to continue in their programs. Students who do not meet the conditions of their academic probation may be required to withdraw from full-time studies.

Students must have a cumulative program G.P.A. between 1.8 to 1.99 to continue under academic probation.

Aegrotat

Aegrotat refers to a 'compassionate pass' in a course in which, due to **emergency circumstances** related to health and wellness, a student was unable to complete all of the evaluation requirements. Emergency circumstances that may warrant the designation of an Aegrotat include, but are not limited to: injury, illness and/or bereavement. Documentation supporting the request for an Aegrotat designation may be required.

The awarding of an Aegrotat credit is noted in a student's transcript as AEG and is therefore not included in the calculation of a student's grade point average. A student shall receive Aegrotat standing only once in a five year period.

Further information about Aegrotat standing can be found in the Aegrotat Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>).

Missed Final Examinations

A final examination is a discretely designed assessment administered in Week 15 of a 14 week semester. Students who, as a result of **non-emergency circumstances**, miss one or more final examinations during a single examination period may be eligible to apply to defer/reschedule the writing of these assessments.

To be eligible, students must have no less than a cumulative 1.5 GPA, apply for consideration using the appropriate forms and pay a fee. This privilege can only be used by a student 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.

For more details, students should speak with their Student Liaisons or review the Missed Final Examination Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>).

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 the Durham College CYW Program and the image of the college as a whole. Students are expected to act in a professional manner at all times and in any situations that may arise. 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** (individual agencies determine when the CRC needs to be completed). 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. Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and the Government of Canada. These procedures and regulations may change at any time without notification. Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011 the following reflects the current procedures and regulations of the RCMP with regard to the Vulnerable Sector Verifications.

The RCMP identified a means to enhance vulnerable sector checks to make the searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society.

As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever the gender and date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy. This process will take at least four months.

This is an excerpt from the RCMP web site: <http://www.rcmp-grc.gc.ca/cr-cj/vulner/faq-eng.htm>

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 College cannot guarantee placements that are readily accessible by public transportation. Students are responsible for all costs associated with such transportation. Students need to be prepared to travel up to one hour to their placement agency.

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 (unless otherwise directed) 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 any electronic devices for personal use when working with clients.**

Attendance

Students are expected to complete the required hours of field placement. **Students should refer to each placement's specific Policy & Procedure Manual and Course Outline for details about required hours. It is the student's responsibility to read and understand all requirements.** 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 (beyond the discretionary days allowed which will be indicated in the Policy and Procedure Manuals of all placements) needs to be made up in consultation with the placement supervisor. Students are expected to attend ALL seminar classes. Students should refer to each placement's Policy & Procedure and Course Outline for more details about attendance requirements. Failure to comply with these requirements 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 (employed by Durham College), whose responsibility is to facilitate the teaching effort of the Field Placement Supervisor, maintain regular communication with the student and support his/her learning, 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 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 report 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 attached to the Mid-Term report outlining examples of the difficulty and specific strategies for success 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.

DOCUMENTATION:

All completed Field Placement Contracts, Time Sheets, Supervision Records, Midterm Reports and Evaluation Manuals will be placed and kept in each Student's Durham College File at the end of each placement period. Any Academic Alerts that are issued will also be placed and kept in the student's file.

Health Policies and Guidelines

1. ENTRY IMMUNIZATION FORM

A completed Entry Immunization 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 Entry Immunization Form indicates the immunizations and health requirements in placement sites legislated by provincial public health acts. These forms are sent to each student at time of registration and are a requirement as a term of acceptance into the placement part of your 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 may be a requirement for placement in some 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/semester.

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 on-line by accessing the "Health and Safety" area of the college website. 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.
3. If injury/accident occurs in a 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. This is a precaution to rule out transmission of dysentery or salmonella infection.

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 9 am -5 pm
FAX: 905-721-3133
PHONE: 905-721-3037**

www.durhamcollege.ca/campushealthcentre

Guidelines Related to Student Injury

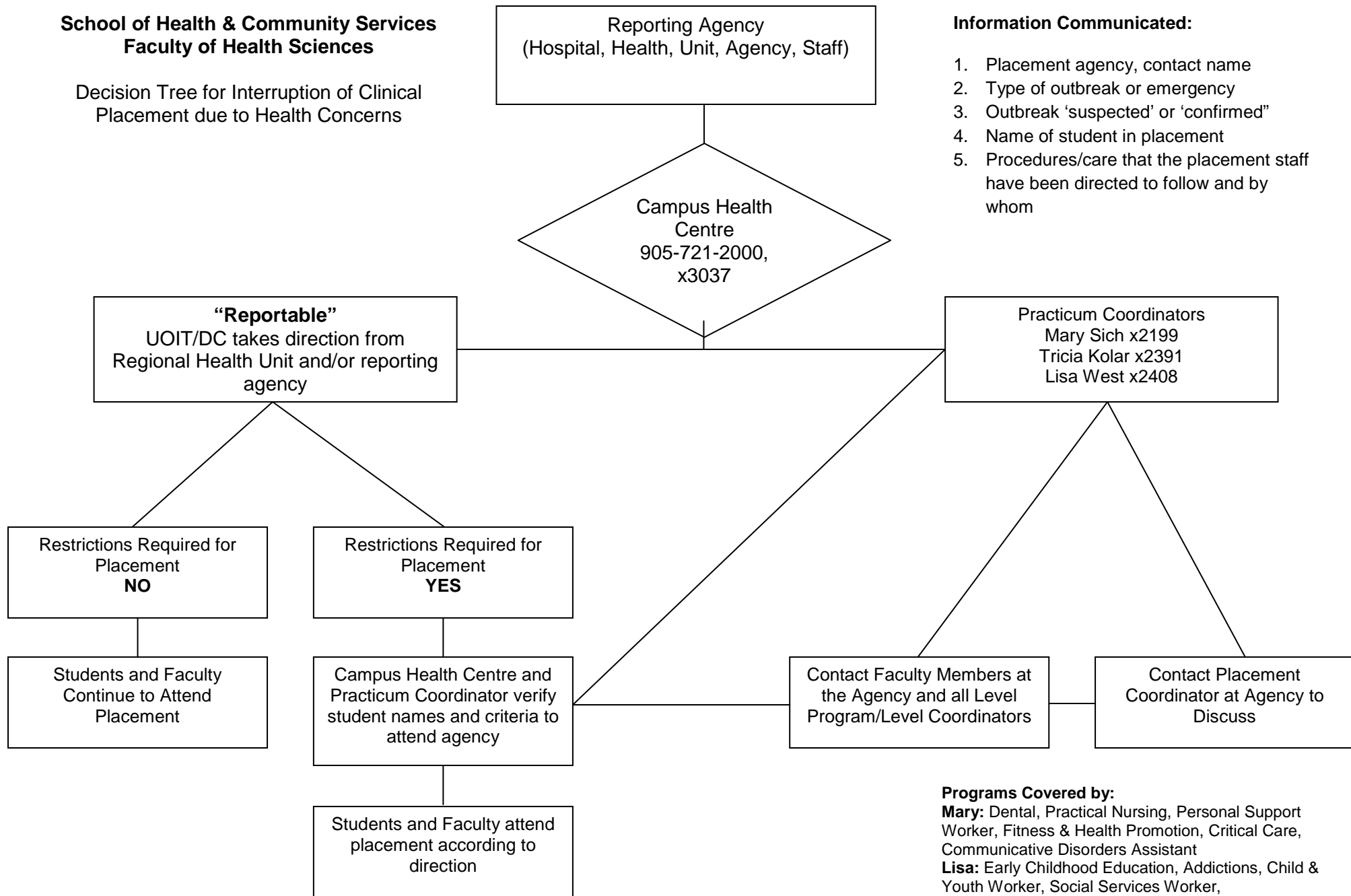
1. The student must report any injury to his/her preceptor/supervisor immediately and to the professor/faculty advisor as soon as possible.
2. The agency's accident/injury report will be completed by the student with the professor/preceptor's/supervisor's assistance.
3. The Durham College, "Accident/Injury Report" will be completed by the student and made available to the faculty advisor on the next business day. School of Health & Community Services 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 careThe 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 Lisa West the Practicum Officer at 905-721-2000 x2408.
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
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. Name of student in placement
5. Procedures/care that the placement staff have been directed to follow and by whom

Programs Covered by:

Mary: Dental, Practical Nursing, Personal Support Worker, Fitness & Health Promotion, Critical Care, Communicative Disorders Assistant
Lisa: Early Childhood Education, Addictions, Child & Youth Worker, Social Services Worker, Developmental 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:	Cheryl Lovisa
Office #:	Room SW106E, South Wing, Gordon Willey Building
E-mail address:	cheryl.lovisa@durhamcollege.ca
Telephone:	Ext. 6586
Appointment time available:	8:30am - 3:30pm Monday- Thursday

CENTRE FOR STUDENTS WITH DISABILITIES

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 in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act by ensuring that students with disabilities have equal access to 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 SW116. The documentation should outline the current impact of the disability. 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 to ensure your accommodations and a seat in the test centre.**

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 SW 116).

Completed test forms and notifications to your professors, **for each test**, need to be submitted to the CSD Test Centre (5) business days before the scheduled test, in order to reserve a space. **Accommodated tests cannot be guaranteed if a student submits the Test Center Form less than 5 business days in advance of the test date.**

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 the CSD website each term

It is the student's responsibility to check their My Campus email address 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...

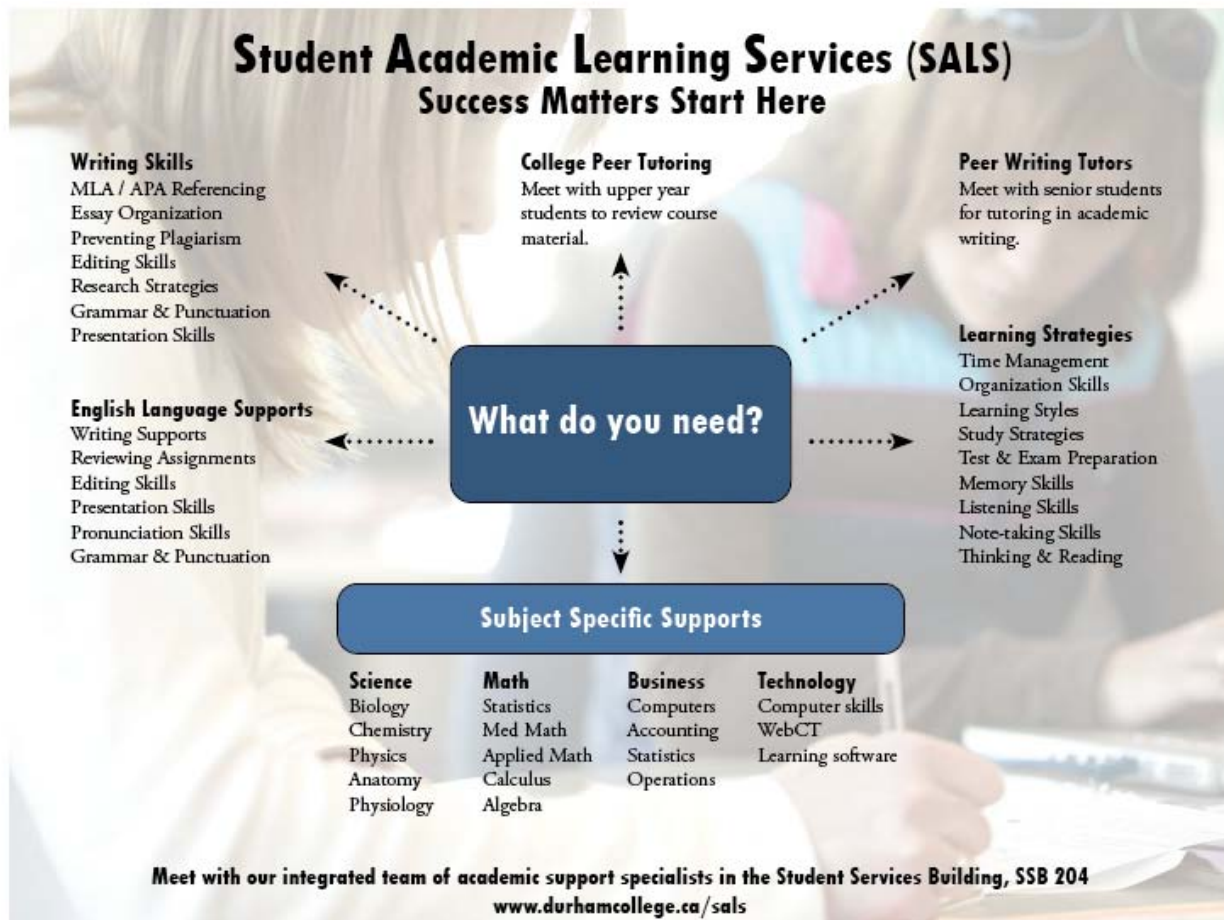
For further information please call 905-721-3123, drop by at SW116 to set up an appointment or visit our website at www.durhamcollege.ca/csd.

Student Academic Learning Services (SALS)

Success Matters Start Here! The staff and faculty at the Student Academic Learning Services Centre can help you achieve your educational goals.

You can use the centre to:

- Get peer tutoring help
- Learn how to study smarter, not harder
- Learn to manage your time and prepare for tests
- Improve your reading skills and take better notes
- Use 28 lab computers with learning software
- Increase your English proficiency
- Improve your writing skills
- Have a quiet space to do your work
- Access group study space
- Improve your marks from a 'B' to an 'A'



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 is easy to find. Both wired and wireless computer access is available along with 10 small group study rooms and the *Den* in the basement for group work. 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.

Students & faculty at the Whitby now have a small branch library at their location. They may also use the North Oshawa campus library in person, via internet, or request books to be sent to them at Whitby.

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 ext. 2390

reference@dc-uoit.ca

College Publications

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

Program Guide

Durham College's Program Guides are a handy reference guide for everything students might want to know about their academic program. The program-specific guides provide essential information related to the program of study, policies, program requirements, faculty contact information, important dates, grading criteria, etc., as well as a starting point to help students find and navigate their way through academic and student support services.

Program Guides are distributed in print format to every registered student in the first class of the Fall semester and are available electronically on the college website. It is important that students read this guide at the beginning of their studies as it contains pertinent information for academic success and will be useful throughout the duration of the 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 Liaisons and/or Faculty Advisors will assist in planning programs, but it is the student's responsibility to meet the academic requirements for completion of 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, Bursaries and Awards

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.

Bursaries: 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.

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.

Durham College Access Bursary Program: This bursary is available to Ontario students offered admission to a full time, first year program at Durham College.

Durham College Upper Year Student Bursary Program: Students must complete the Student Financial Profile application for consideration for bursary funding.

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

Eligibility: Students who are currently enrolled full-time 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.

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.

Unless otherwise noted, all students must complete the online Student Financial Profile application for consideration for bursary and award 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.

For further information on scholarships, bursaries and awards, please contact studentawards@durhamcollege.ca.

NOTE: 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.

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
Carpenters Union Local 397 Award	\$800
Durham College Access Bursary	Various amounts
Durham College Alumni Association Award	\$1200
Durham College Alumni Association Award – <i>In Course (Application Required)</i>	\$1000
Durham College Bursary	Various amounts
Durham College Endowed Award – <i>In Course</i>	\$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
Fairfax Financial Holdings Ltd. Scholarship	\$3500
Garfield Weston Award	\$2500 + up
Greenbriar Foundation Award	\$1000
Harold "Pat" Dooley Bursary	\$1300
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
Lois Sleightholm 21 st Century Award	\$1000
Marjorie Elizabeth Willoughby Award	\$3000
Ontario Aboriginal Bursary	Up to \$3000
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
Purdue Pharma Award	\$800
Retired Teachers of Ontario District 28 Award	\$500
Ross Mackie Award	\$2000
UA Local 463 Award	\$400
The Central East Community Care Assess Centre Award	\$500 & \$750
Wordham Family Award	\$3,000
Your Student Association Award	\$400

School of Health & Community Services

Daryl and Cindy Austin Award	Any Health & Community Services program	\$750
Durham Filipino-Canadian Society and Dr. Gregorio Bayang Award	Dental Assisting/Dental Hygiene	\$800
Dwayne Moses Memorial Award	Human Services Worker	\$800
George & Gennie Chaput Award for Excellence in Patient Care	Practical Nursing	\$1000
Joyce Marshall Bursary -	Early Childhood Education	\$500
Lovell Drugs Limited Award – <i>In Course</i>	Practical Nursing	\$1000
Nursing Faculty Memorial Award	Practical Nursing	\$500
Oshawa Community Credit Union Award	Alternates yearly between School of Business & Information Technology students and School of Health and Community Services, Nursing Program students	To be determined
Victorian Order of Nurses Award – <i>In Course</i>	Practical Nursing - For outstanding commitment to patient care	\$500

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 Diploma to Degree Pathways

Turn your Durham College diploma into a degree!!

If your post-secondary education 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, including UOIT, our campus partner.

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)

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.

CHILD AND YOUTH WORKER

COURSE NAME	MOD	CODE	PREREQUISITES	COREQUISITES	LECT. HRS	LAB HR	ALT. DEL.	FIELD PLMT. HRS
SEMESTER 1								
INTRO TO CHILD & YOUTH WORKER		CHLD 1500			2	0	0	
INTERPERSONAL COMMUNICATIONS		COMM 2500			3	0	0	
INTERVIEWING SKILLS I		COUN 1500			3	0	0	
ISSUES & ETHICS		COUN 1501			2	0	0	
G GENERAL EDUCATION ELECTIVE		GNEC 0000			3	0	0	
G INTRODUCTION TO PSYCHOLOGY		PSYC 1000			3	0	0	
RECORD KEEPING&REPORT WRITING		WRIT 1502			2	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 WRIT 1502	COMM 2500 COUN 1500 COUN 1501	2	0	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 WRIT 1502	COUN 2502	COUN 2506		444
					0	0	0	444

CHILD AND YOUTH WORKER

COURSE NAME	MOD	CODE	PREREQUISITES	COREQUISITES	LECT. HRS	LAB HR	ALT. DEL .	FIELD PLMT. HRS
SEMESTER 4								
THERAPEUTIC ACTIVITIES II		CHLD 4500	CHLD 2500 FWK 3500	FWK 5500	2		0	
HUMAN SEXUALITY		CHLD 4501			2		0	
CHILD & YOUTH CARE METHODS		CHLD 4502	CHLD 1500 FWK 3500		3		0	
LIFESKILLS II		COUN 2505	COUN 2504		3		0	
FAMILY & FAMILY SYSTEMS		COUN 3501	COUN 2502		4		0	
GROUP WORK		COUN 4503	COUN 2502 FWK 3500		4		0	
FIELD PLACEMENT & SEMINAR II		FWK 5500	FWK 3500		1	0	0	448
					19	0	0	448
SEMESTER 5								
CHILDHOOD DISORDERS		CHLD 5500	CHLD 2502 FWK 3500		3		0	
CHILD PROTECTION		CHLD 5501	FWK 3500		2		0	
ASSESSMENT TECHNIQUES		CHLD 5502	FWK 3500		2		0	
G CULTURAL ISSUES		COUN 1502			2		0	
FIELD PLACEMENT & SEMINAR II		FWK 5500	FPP 2500 FWK 3500		1		0	448
SOCIAL POLICY & ADMINISTRATION		SOCI 1501			3	0	0	
					13	0	0	448
SEMESTER 6								
FIELD PLACEMENT III		FWK 6500	**		0	0	0	592
					0	0	0	592

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 WORKER 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 WRIT 1502

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
Child & Youth Worker 2011-2012

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.

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 & Youth Worker 2011-2012*

Youth Worker program. Students will be introduced to the forms and paperwork required for field placement, as well as participate 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 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 practised 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.

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