

MOUNT SAINT VINCENT UNIVERSITY
Department of Child and Youth Study

- Course Title: Youth Care: Approaches and Programme Development
CHYS 4420 (01) Winter 2012
- Location & Time: EVARISTUS, Room 367
W 4:30pm - 6:59pm
- Lecturer: Mr. Robert S. Wright, MSW, RSW
Robert.Wright@msvu.ca
- Office: Evaristus 319
- Office hours: MW 1pm – 2:30pm or by appointment
- Course Description: An examination of the essential components in care and treatment environments for youth and adolescents. Students will examine treatment interventions and programming for troubled adolescents and the professional role of the child and youth care workers in a variety of contexts.
- Required Text: Bertilino, R., & Thompson, K.(2007). The residential care worker in action: A collaborative, competency-based approach. New York, N.Y.: The Haworth Mental Health Press.
- Supplementary Texts and Resources:
McWhirter, J. J., McWhirter, B. T., McWhirter, A. M., & McWhirter, E. H. (2007). At-risk youth: A comprehensive response. (4th Ed.). Pacific Grove, CA: Brooks/Cole
- Biglan, Anthony, Brennan, Patricia A., Foster, Sharon L., & Holder, Harold D. (2004). Helping Adolescents at Risk: Prevention of Multiple Problem Behaviors. New York: The Guildford Press.
- Other items, including prepared presentations will be identified and added to the moodle site for this class. All items noted will be available either online or will be on reserve at the MSVU library. This course will taught in seminar fashion. Student notes and presentation will also be available to all participants on the Moodle site.
- Moodle: A Moodle site has been organized for this class, it may be found at:
<http://moodlelive.msvu.ca>
Moodle Student Guide:
<http://moodlelive.msvu.ca/mod/resource/view.php?id=34234>

Technical Help: If you require assistance with Moodle, please first contact Distance Learning (In other words . . . do not contact me! I can't help you with technical problems on Moodle):

Monday-Friday, 8 a.m. – 4 p.m. (Atlantic time), (902) 457-6717;

First week of term only, additional help is available Monday-Friday, 4 p.m. – 8:30 p.m. (Atlantic time), (902) 457-5067;

For after-hour emergencies, please contact the Mount Switchboard: (902) 457-6788; Email: online@msvu.ca

Course Expectations: Students are expected to complete the assigned readings in advance of coming to class and to attend class regularly and participate in activities and discussions that occur therein. Students are also expected to submit all assignments by their due dates.

Course Objectives:

1. To place professional youth work in the context of ongoing youth worker development.
2. To provide instruction in effective communication, problem-solving, and other specific skill areas fundamental for facilitating the positive development of youth.
3. To consider problematic attitudes and behaviours of youth that challenge the delivery of effective youth service.
4. To introduce students to youth care settings and programming designed to address the needs of youth at risk.

Course

Requirements:

There will be no quizzes or time limited, invigilated exams in this course. Students will be evaluated on their take-home written work and participation in general and specific in-class activities. Students who may request special consideration as a result of a conflict with a deadline for an assignment must do so in advance of the relevant deadline.

Recorder, Presenter & Discussant Responsibilities:

This course will be run using a seminar style approach that is common in some settings. Each class will have an assigned Recorder, Presenter, and Discussant. Each class will begin by having the Recorder for the previous class giving us an overview of the previous class. Students in all roles will have posted their notes and any other material they gained from the class on the Moodle forum site at least 3 hours prior to class beginning. Each will make presentations to the class using the moodle site (hence the need to upload before class). Recorders will post on the Moodle Forum on the day they present, not on the day they recorded. The Recorder will make a brief 10 minute presentation at the beginning of class, sharing their notes and thoughts on the prior class. The Presenter(s) will make a brief 10-15 minute presentation synthesizing and reflecting on current readings and reflecting on previous classes and readings. The Discussant will follow

the Presenter(s) and propose questions (at least 3) related to the readings to the class and will assist the Professor in facilitation of a 20 – 30 minute class discussion. Each student will have at least one opportunity to serve in each role. Some classes may have two presenters or recorders, but each will only have one discussant.

Prepare a Professional Resume and Professional Life Plan:

Each student will prepare and submit a professional 3 page resume and 3 page professional life plan. Templates for each will be presented in class.

The Role of the Youth Care Worker in a Professional Setting:

Each student will prepare and submit a research paper that will describe a particular agency or workplace setting and describe the appropriate role of the Youth Care Worker therein. This paper will be 10-12 pages in length inclusive of cover page and reference sections. As with all research papers, it is expected that students will have a number of academic references at least equal to the number of pages in the paper. Students may choose from a range of settings and agencies that may include but are not limited to:

Homebridge Youth Society	YMCA Immigrant Services
The Youth Project	IWK Health Centre (4South, ACT, Compass)
The Woodstreet Centre	Nova Scotia Youth Facility
Halifax Youth Attendance Centre	Phoenix Youth Programmes
YMCA	Boy/Girl Scouts
Heartwood	Leave Out Violence (LOVe)

In-class Activities and Participation:

Many classes will be organized in a fashion that includes some lecture, review of class readings, small group discussions, in class writing assignments, structured activities and discussions of relevant, contemporary issues. Students are expected to demonstrate a working knowledge of the assigned readings and engagement with materials presented in lectures. At least one COPS (Case Oriented – Problem Solving) group activity will occur during the semester.

Academic accommodations for students with disabilities:

Students who have a disability and who require academic accommodations must register with Disability Services (<http://www.msvu.ca/disabilityservices>) as early as possible in order to receive accommodations.

Penalties:

Students are responsible for ensuring that they have met the prerequisite and other criteria for admission to the class and have properly registered for it. Failure to do so will result in no grade being submitted. Students

who submit late assignments without receiving accommodation for same will lose one grade letter penalty (ex. an A paper will receive a B).

Evaluation: Unless otherwise negotiated (we will discuss the concept of flexible evaluation in class), students will be evaluated on the assigned material using the following weighting:

Presenter/Discussant/Recorder	Ongoing	30%
Resume and Life Plan	Feb. 1, 2012	20%
Youth Care Worker Paper	Mar. 21, 2012	30%
In-Class Participation	Ongoing	20%

Your instructor will draw upon the normative criteria of academic success that circulate widely throughout academia and that are broadly (if oftentimes rather unquestioningly) used as a basis for credentialing students in the academic milieu. They will apply the standards typical for assessing work at an undergraduate level. Please understand that these standards include good writing, thorough research and accurate and complete referencing, with no plagiarizing (plagiarizing is an academic offence). Correct use of language is one of the criteria included in the evaluation of all written assignments.

Plagiarism: “University regulations on plagiarism and cheating and other academic offenses will be strictly enforced. These regulations including applicable procedures and penalties are detailed in the University Calendar and are posted on department notice boards and on the website at www.msvu.ca on the Current Students’ page under Academic Offenses.”

Class Agenda And Reading Assignments:

Date	Topic
January 4	Assigned recorder: _____ <ul style="list-style-type: none"> • Introduction: Being the One • Bertolino & Thompson (1999). Forward and Preface • Wright, R.S. (2006, May 26). Being the One. Paper presented at the 2006 Convocation of the Institute for Human Services Education. Truro, Nova Scotia (available for download at my website: www.robertswright.ca) • Introduction to Assignment 1: Preparing a Professional Resume • One Kids Story • Overview, Interview and Q & A with a Thriver – Kevin F.
January 11	Last Classes Recorder: _____

Presenter: _____

Discussant: _____

Assigned Recorder: _____

- A Day in the Life
- Biglan et al. (2004). Chapter 1
- Bertolino & Thompson (1999). Chapter 1
- The Professional Resume and Career/Life Plan as perpetual working documents for the human service worker

January 18

Last Classes Recorder: _____

Presenter: _____

Discussant: _____

Assigned Recorder: _____

- Something to Believe In.
- Biglan, et al. (2004). Chapter 5
- Bertolino & Thompson (1999). Chapter 2
- Self-in-context Mapping: An eco-mapping tool

January 25

Caritas Day: No Classes

February 1

Last Classes Recorder: _____

Presenter: _____

Discussant: _____

Assigned Recorder: _____

- Making Contact
- Bertolino & Thompson (1999). Chapter 3
- Taking a Social History – Exercise
- **Resume and Life Plan - Due**

February 8

Last Classes Recorder: _____

Presenter: _____

Discussant: _____

Assigned Recorder: _____

- We're in This Together
- Biglan, et al. (2004). Chapter 9
- Bertolino & Thompson (1999). Chapter 4

- Case Oriented – Problem Stimulated – Exercise

February 15

Last Classes Recorder: _____

Presenter: _____

Discussant: _____

Assigned Recorder: _____

- Now You See It, Now You Don't
- Bertolino & Thompson (1999). Chapter 5
- Understanding Self-esteem and the power of the Ideal Self

February 22

Study Break: No Classes

February 29

Last Classes Recorder: _____

Presenter: _____

Discussant: _____

Assigned Recorder: _____

- Pete and Repeat
- Bertolino & Thompson (1999). Chapter 6
- Solution focussed and single session approaches to changing behaviour
- The Power of Knowing

March 7

Last Classes Recorder: _____

Presenter: _____

Discussant: _____

Assigned Recorder: _____

- Houston, We Have a Problem
- Biglan, et al. (2004). Chapter 7
- Bertolino & Thompson (1999). Chapter 7
- More information about human biology and psychology related to understanding trauma and crisis

March 14

Last Classes Recorder: _____

Presenter: _____

Discussant: _____

Assigned Recorder: _____

- The Journey of 1 000 miles
- Bertolino & Thompson (1999). Chapter 8
- Measuring and celebrating change; acknowledging and addressing the lack of change

March 21

Last Classes Recorder: _____

Presenter: _____

Discussant: _____

Assigned Recorder: _____

- To Touch or not to Touch
- Attachment and Physical Interventions
- Magid and McKelvey, Chapter ?
- **The Role of the Youth Care Worker in a Professional Setting - Due**

March 28

Last Classes Recorder: _____

Presenter: _____

Discussant: _____

Assigned Recorder: _____

- Case Recording and Documentary Considerations
- Best Practices in Case Recordings: A Guide for Residential Facility Staff – Handout available on Moodle
- SOAP Reporting – Handout available on Moodle

April 4

Last Classes Recorder: _____

Presenter: _____

Discussant: _____

- Welcome to the Profession
- Guest lecture by Ernie Hinton, MSc.
HomeBridge Director of Youth Care