Douglas College

CURRICULUM GUIDELINES

A:	Division:	**Instruction**	Date:		**29 March 2001**
B:	Department/ Program Area:	**Youth Justice Worker**	New Course	**X**	Revision

If Revision, Section(s) Revised:

Date Last Revised:

C:	**YJWD 100**	**D:**	**Personal and Professional Issues for the Youth Justice Worker**	**E:**	**3.0**
	Subject & Course No.		Descriptive Title		Semester Credits

F: Calendar Description: **This course will examine issues critical to the student's development as a youth justice worker. The principal course objective is for students to develop a realistic awareness of the professional role associated with working with youth in the justice system. Emphasis will be placed on student analysis of personal values and how these are incorporated into a professional role. Ethical theories and decision-making skills that adhere to professional roles, policy requirements, and legal obligations will be the foundation of this course. Students will also increase self-awareness and develop plans for effectively managing personal and work related stressors.**

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Number of Contact Hours: (per week / semester for each descriptor)
4 hours per week lecture

Number of Weeks per Semester: **15**

H: Course Prerequisites:
Admission to the Youth Justice Worker Program or Department permission.

I. Course Corequisites:
None

J. Course for which this Course is a Prerequisite:
YJWD 200, YJWD 240, YJWD 340

K. Maximum Class Size:
30

L: PLEASE INDICATE:

	Non-Credit
	College Credit Non-Transfer
X	College Credit Transfer: Requested **X** Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

YJWD 100 has been developed to provide students with an understanding of personal and professional roles related to working with youth in the justice system.

By the end of the course students will demonstrate the ability to identify and practice professional behaviour appropriate for working in the youth justice system.

Knowledge:

Students will be able to:

- **Discuss the role of values in youth justice work.**
- **Define the role of the youth justice worker.**
- **Define various professional work styles.**
- **Discuss appropriate professional work skills for youth justice workers.**
- **Assess the value of various work and leadership styles.**
- **Define the basic concepts of team building and group dynamics.**
- **Define conflict and discuss basic conflict negotiation practices.**
- **Define and discuss ethics appropriate for working with youth in the justice system.**
- **Define concepts such as diversity, ethnocentrism, prejudice, and harassment.**
- **Discuss the impact of culture on communication and decision making.**
- **Discuss the policies, legislation and strategies related to ethical conduct for youth justice workers.**
- **Discuss personal management strategies related to identifiable personal and professional time and stress factors.**

Skills:

Students will be able to:

- **Identify their personal value system and its influences.**
- **Identify and interpret policies and legislation related to appropriate ethical behaviour.**
- **Show awareness of the impact of cultural diversity on communication in the youth justice work environment.**
- **Articulate their leadership styles.**
- **Identify and develop plans for time and stress management.**

N: Course Content

    I.   **The Role of the Youth Justice Worker**

        a)   **What is the role of the Youth Justice Worker?**
        b)   **The role of the Youth Justice Worker in the Canadian Criminal Justice System.**
        c)   **The role of the Youth Justice Worker in the provincial child and family services sector.**

    II.   **Values and Ethics for the Youth Justice Worker**

        a)   **Identifying personal values and their origins**
        b)   **Connecting values to ethical conduct**
        c)   **Working with ethical dilemmas**
        d)   **Ethics and legislation**
            •   **The Canadian Charter of Rights**
            •   **The B.C. Human Rights Act**

        e)   **Ethics and Professional membership Practices**
            •   **For criminologists**
            •   **For child and youth care counsellors**
            •   **For other educators**
            •   **For counsellors and other helpers**

    III.   **Leadership and Teamwork**

        a)   **Personality and leadership style**
        b)   **Enhancing leadership skills**
        c)   **Identifying the effects of leadership style on others**
        d)   **Understanding basic group dynamics**
        e)   **Effective communication for team building**

    IV.   **Conflict and Negotiation**

        a)   **Identifying and understanding conflicts**
        b)   **Basic negotiation skills**

    V.   **Cross Cultural Awareness**

        a)   **Learning how to communicate across cultures**
        b)   **Working with negative cultural perceptions, attitudes and stereotypes**

    VI.   **Developing Personal Wellness Practices**

        a)   **Identifying sources of stress**
            •   **Physical**
            •   **Cognitive**
            •   **Emotional**
            •   **Spiritual**
        b)   **Selecting appropriate stress and time management strategies**
        c)   **Developing personal wellness plans**

O: Methods of Instruction
This course may be team taught in order to draw on the expertise of various faculty to meet course objectives. This course will employ a number of instructional methods to meet course objectives, which may include:

- **Lectures**
- **Audio-visual material**
- **Group work**
- **Case studies**
- **Guest lectures**
- **Seminars**
- **Presentations**

P: Textbooks and Materials to be Purchased by Students:
To be announced

Q: Means of Assessment
Evaluation will be carried out in accordance with Douglas College Policy. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester. Evaluation will be based on some of the following:

- **Exams**
- **Skills demonstration, identification and analysis**
- **Oral presentations**
- **Research project and professional wellness plan**
- **Class participation/personal and professional behaviour**

No single element will be weighted at more than 40% of the student's final grade. There will be no less than 3 methods of evaluation in this course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR
This course is OPEN for Prior Learning Assessment and Recognition.

Course Designer(s): **Dave Burgess and John Fleming**   Education Council/Curriculum Committee Representative

Dean: **Jan Lindsay/Terry Farrell**   Registrar: