

MOUNT SAINT VINCENT UNIVERSITY
Department of Child and Youth Study

Course Title: Youth Care: Theory and Issues
CHYS 3320 01 Fall 2009

Location: TBA

Instructor: Mr. Robert S. Wright, MSW, RSW

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Office hours: I will not hold regular office hours during this semester; however, I will make myself available to students via phone and email and by appointment only at mutually convenient, pre-arranged times and locations.

Course Description:

This course is designed to introduce students to the particular developmental challenges facing adolescents, problematic issues that place youth at risk, and the roles and functions of youth care workers as supportive helping agents.

Required Text:

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

Supplementary Text (on reserve at the Library):

Newman, B. M., & Newman, P. R. (1999). *Development through life : a psychosocial approach* (7th ed.). Belmont, CA: Brooks/Cole

Other items mentioned below are on an online reading list through the MSVU Library site and are either available online or are on reserve.

Course Objectives:

- 1) To establish adolescent development within the context of continuing life span development.
- 2) To provide an understanding of adolescent development and behaviour within the framework of the family.
- 3) To identify major contemporary issues which place adolescents at social, emotional,

cognitive, and/or physical risk.

- 4) To address major professional issues as they inform and guide professional practice in youth care.

Course Requirements:

There will be no quizzes, midterms or exams in this course. Students will be evaluated on their written work and participation in general and specific in-class activities.

Reflection Paper Due: September 24 (hard copy in class)

Students will provide a brief profile of themselves as adolescents, making reference to particular theories of psycho-social development and noting their particular path through the major milestones and crises of this stage of life. Students should consider those issues and influences that most affected them at the time (both positively and negatively) and reflect on how their own experiences as an adolescent may influence their effectiveness and challenges pursuing a career in the field of Child and Youth Studies. (5-6pp.)

Theory Paper Due: October 22 (hard copy in class)

Students will provide a thorough overview of developmental theory of the stage of youth (adolescence). Consideration should be made to how progress in earlier stages affects adolescence and how successful navigation of adolescence supports healthy adulthood. Application of the theory of adolescent development to healthy adaptive functioning in a particular setting may be considered as a focus of the paper, for example, school life, engagement with peers, participation in sport or volunteerism. (10-12pp.)

Issues Paper Due: November 26 (hard copy in class)

Students will provide an overview and discussion of a particular, contemporary social or social policy issue or problem involving youth in Canada. Students should discuss the history of the issue, the relationship between the issue and the general theory of adolescent development, related family and community concerns, and a discussion of the relevance of the issue to child and youth care workers. (5-6pp.)

Class Presentation Due: November 12 & 19 (hard copy in class at time of presentation)

Small self-organized groups of students (4 groups) will make 40 minute presentations on a special population of youth likely to be encountered by child and youth workers. Each member of the group will participate in the preparation and presentation. Students should be prepared to answer questions from the class and professor immediately following their presentation. Special populations may include but are not limited to queer, recently immigrated, African Nova Scotian, Aboriginal, developmentally delayed or other youth. The presentations should include a brief overview of the social and political history of the population, the unique way in which the

population may experience challenges to their normal psycho-social development and/or experience a particular social problem. (copy of students= presentation notes due on date of presentation 3-4pp minimum)

In-class Activities and Participation

Most 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 contemporary issues. Students are expected to demonstrate a working knowledge of the assigned readings and engagement with materials presented in lectures.

Evaluation:	Reflection Paper	20%
	Theory Paper	30%
	Issues Paper	20%
	Class Presentation	15%
	Class Assignments & Participation	15%

Your professor 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. S/he 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. Please note that all deadlines in this course are firm. Late papers will not be evaluated until the next assignment deadline and will lose a full letter grade of their value.

Plagiarism:

University regulations on Plagiarism and Cheating will be strictly enforced. These regulations are posted on boards and are found in the University Calendar and on the website at www.msvu.ca on the Current Student page under Academic Offences. Plagiarism is presenting someone else's words or ideas obtained from any source, including the Internet, as though they were one's own. Specific offences include, but are not limited to, the following:

- Using copied material without enclosing that material in quotation marks and/or without appropriately acknowledging its source;

- Paraphrasing or summarizing the original wording too closely;

- Omitting acknowledgment of the source of paraphrases and summaries;

- Submitting work that has been written in full or in part by someone else;

- Submitting work you have submitted for credit in another course without acknowledging its source.

When working in the context of new and emerging theories, often references are drawn from non-published and non-written sources such as public lectures and personal communications. Students must be diligent to appropriately credit these sources as well.

If students have questions about the correct citation format for any aspect of their academic assessments (written or oral), they should consult their faculty and the library's resource collection on academic integrity.

*The librarians can help you with APA formatting and referencing and there are several helpful resources available in the library and on line to help you if you are unfamiliar with APA. For example: APA. (2001). Publication Manual of the American Psychological Association and Hacker, D. (2004). A Canadian Writers' Reference. Boston, MA: Bedford/St. Martin's.

Communicating with me:

My preferred method of communicating with students during the semester is email. It is essential that you place CHYS as a prefix in the subject line of all emails to me. If necessary we can schedule a time to meet at the university before or after class or at some other mutually convenient time and location. I look forward to discussing with you your concerns, questions, suggestions, problems, etc. related to the course.

Class Agenda And Reading Assignments

Date	Topic
September 10	Introduction, Professional Use of Self/Ethics ETHICS OF CHILD AND YOUTH CARE PROFESSIONALS available at: http://www.pitt.edu/~mattgly/CYCethics.html Mattingly, M. (1995) Ethics of child and youth care professionals: A code developed by the draft committee for the International Leadership Coalition for Professional Child and Youth Care. Child & Youth Care Forum, Vol 24(6), pp. 371 378. **The dual relationship in youth Care settings** In-class activity
September 17	Adolescent Development in Context Newman, B. M., & Newman, P. R. (1999). Development through life : a psychosocial approach (7th ed.). Belmont, CA: Brooks/Cole (Chapter on Adolescent Development) Verhofstadt Denève, L. (1985) Crises in adolescence and psycho social development from a dialectical viewpoint: A seven year old follow up study with juvenile delinquents. International Journal of Adolescent Medicine and Health, Vol 1(3 4), pp. 371 390. Verhofstadt-Denève, L. (1993). From adolescence to young adulthood: A follow up survey over eight years on psycho social development. International Journal of Adolescent Medicine and Health, Vol 6(1), pp. 37 57. **Thoughts on our own development** In-class activity

September	24	Youth at Risk/Resilience Model Chapters 1 & 2 of required text and information on resiliency from resiliency Canada website: www.resiliencycanada.ca Reflection Paper Due at end of class
October	1	Adolescents, families and schools Chapter 4 & 7 of required text
October	8	Teen sexuality/reproduction Chapter 9 of required text *Taking a sexual history** In-class activity
October	15	Physical/Sexual Abuse Canadian Incidence Study of Reported Child Abuse and Neglect B 2003 Major Findings Chapter 6 Child Characteristics (available from: http://www.phac-aspc.gc.ca/ncfv-cnivf/pdfs/nfnts-incidence2003_final_e.pdf) When Teenaged Boys Have Been Sexually Abused: A Guide for Teenagers (available from: http://www.phac-aspc.gc.ca/ncfv-cnivf/pdfs/nfntsx-visac-adomales_e.pdf) When Teenaged Girls Have Been Sexually Abused: A Guide for Teenagers (available from: http://www.phac-aspc.gc.ca/ncfv-cnivf/pdfs/nfntsx-visac-adofem_e.pdf)
October	22	Adolescent Mental Health Chapter 11 of required text Theory Paper Due at end of class
October	29	Substance Abuse Chapter 8 of required text
November	5	Youth Criminal Justice Chapter 10 of required text Perspectives on Youth Crime in Nova Scotia available at: http://www.gov.ns.ca/just/publications/documents/Youth_FinalMay906.pdf
November	12	Special Populations (student presentations) **Presentation evaluation** In-class activity
November	19	Special Populations (student presentations) **Presentation evaluation** In-class activity

- November 26 Youth Rights & Homelessness
Convention on the Rights of the Child available at:
<http://www2.ohchr.org/english/law/pdf/crc.pdf>
Sykes, K. (2006). Bambi Meets Godzilla: Children's and Parents' Rights in Canadian Foundation for Children, Youth and the Law v. Canada. McGill Law Journal; 2006, Vol. 51 Issue 1, p131 165
Roberta, M., Pauzé, R., & Fornier, L. (2005). Factors associated with homelessness of adolescents under supervision of the youth protection system. Journal of Adolescence; Vol. 28 Issue 2, p215 230,
Nichols, N. E. (2008). Gimme shelter! Investigating the social service interface from the standpoint of youth. Journal of Youth Studies; 2008, Vol. 11 Issue 6, p685 699
- December 3 Contemporary Youth Issues
Revisiting the Reflection Paper In class activity