



**Columbia College**  
**Children and Youth at Risk (HSPD281)**

**Lecture 1**

**Course Outline**

Semester Dates: January 02, 2018 to February 03, 2018

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Lola Emiko *MSW, RSW*

Email: lolae@columbia.ab.ca

Class Time: 8:30 AM - 5:00 PM (Sat.)

Room: 805-109

Credit: 3

Prerequisite: None

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**Note:** It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

**Course Description:**

This course examines children and youth at risk in Canada. The course will explore issues facing this population, such as youth crime, substance abuse, schooling, family problems, peer pressure, alcoholism and poverty. Legal system and community implications, youth justice practice and solutions to delinquency problems will be also addressed. Special emphasis will be assigned to various roles, prevention strategies, interventions, knowledge and skills human services professionals need when dealing with children and youth at risk.

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

1. Describe and explain the historical traditions and philosophy of youth justice.
2. Define and explain "delinquency" and the various theories of delinquency.
3. Explain the biological, psychological and sociological factors of why juveniles misbehave.
4. Describe what youth crime really "looks like".
5. Compare and contrast the stages of the juvenile justice system and the roles of the various players, and how their roles differ substantially from the adult system.
6. Critically examine and discuss the recommendations for changes in the Youth Justice System.

**Course Format:**

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

### **Required Textbooks and Equipment:**

McWhirter, J., McWhirter, B., McWhirter, E., & McWhirter, R. (2016). *At-risk Youth: A comprehensive response for counsellors, teachers, psychologists, and human service professionals (6<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole Cengage Learning.

Haig, J., MacMillan, V., & Raikes, G. (2017). *Cites & Sources; an APA document guide (5th ed.)*. Toronto, ON: Nelson Education Ltd.

### **Recommended Readings and Resources:**

*Students may access these sources from the College and from home.*

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>  
Username: cc-library  
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>  
Password: cclibrary09

*Further Recommended Readings and Resources:*

N/A

### **Homework Assignment Due for the First Class:**

1. Read chapters 1 and 2 of the text, *At Risk Youth: A Comprehensive Response for Counsellors, Teachers, Psychologists, and Human Service Professionals*
2. As a result of your reading assignment, write down three (3) questions that you would find beneficial to discuss in class.
3. Prepare for a test on the assigned readings.
4. Read this course outline and be prepared to discuss in class.

## Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily tests; at the start of each class	Class 1 – 8	30%
Daily summary; at the end of each class	Class 1 – 8	10%
Case Study Analysis Paper	Class 7	30%
Final exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

## Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

### Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

## Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

### **Requesting an Examination Deferral:**

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

### **Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

### **Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

### **Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

## Important Dates:

<b>Description</b>	<b>Date</b>
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at <a href="http://www.columbia.ab.ca/exams">www.columbia.ab.ca/exams</a> . <u>It is the student's responsibility to check this exam posting.</u>

## Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

## Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or medical conditions may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ab.ca](mailto:accessibilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188)* and *the Student Guide to Accessibility Services Handbook (SSCM-001)*.

## Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

### Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> <li>An Introduction to at-risk issues</li> <li>Environmental/societal factors that contribute to risk</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 1, 2</li> </ul>
2	<ul style="list-style-type: none"> <li>Family problems of at-risk children and youth</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 3</li> </ul>
3	<ul style="list-style-type: none"> <li>School issues that relate to at-risk children and youth</li> <li>Individual characteristics of high-risk and low-risk children and youth</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 4, 5</li> </ul>
4	<ul style="list-style-type: none"> <li>School dropout</li> <li>Substance use and addiction</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 6, 7</li> </ul>
5	<ul style="list-style-type: none"> <li>Risky sexual behavior: teenage pregnancy and STDs</li> <li>Youth violence: antisocial behavior, delinquency, and youth gangs</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 8, 9</li> </ul>
6	<ul style="list-style-type: none"> <li>Youth suicide</li> <li>A prevention, early intervention, treatment framework, and other environmental considerations</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 10, 11</li> </ul>
7	<ul style="list-style-type: none"> <li>Core components of programs for prevention and early intervention</li> <li>Peer interventions</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 12, 13</li> <li><b>Case Study Analysis Paper Due</b></li> </ul>
8	<ul style="list-style-type: none"> <li>Family interventions</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 14</li> </ul>
9	<ul style="list-style-type: none"> <li><i>Review</i></li> </ul>	<p><b>Review</b></p>
10	<p><i>Final Exam – Due</i></p>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

## **Appendix 1 Assignment Outlines**

### **Daily Tests**

**Due Date: Each class from classes 1 through 8.**

**Weight: 30%**

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded quiz based on these reading assignments.

### **Daily Summary Activity**

**Due Date: End of each class from class 1 through 8**

**Weight: 10%**

Students will be expected to do a reflective response that is centred on what was discussed and learned during the class. This will be done during the last 30 minutes of the class. If you are absent, you will receive a "zero". Students will be evaluated according to the appended Short Writing Reflective Rubric.

### **Case Study Analysis Paper**

**Due Date: Class 7**

**Weight: 30%**

Each student will answer questions related to a case study, which will be presented to you by your facilitator. Students will prepare this case study report based on the following questions?

1. Identify the main issue(s) facing the youth in this case
2. Would you say the youth has resiliency? Please explain why?
3. What is the key impact/s of resiliency in the marginalized youth in this case or in the marginalized youth in general?
4. What is the link between resiliency and other factors such as youth engagement and developmental outcomes? Do you see these factors in this case scenario; if yes, please state them?
5. How can the human services worker facilitate the development of resiliency in marginalized youth, such as this one in the case?

Students should refer to their Moodle course site for information on writing their report and use of an electronic template. The *Cites* text is the College's official source to use as an APA Reference. The paper will have a minimum length of **600 words**, but is not to exceed a maximum length of 750 words (not including the title page, references, appendixes, table, and figure captions). The paper should meet APA standards. The paper should have at least four references from scholarly journals like Gale, in addition to reference to the course text. Students will be evaluated according to the attached rubric: Case Study Analysis Essay Rubric.

### **Final Exam**

**Due Date: Class 10**

**Weight: 30%**

Students will be required to write a final exam covering the content of classroom learning and assigned text and other readings. This exam will be a Final Reflection paper. It will be given to you at the test center. Students will be evaluated according to the attached rubric: Reflective Writing Rubric.

Appendix 2  
Assignment Rubrics

Columbia College  
Short Writing Reflective Rubric  
Last Revised: July 2017

Student's Name

Course Code

Date

Facilitator/Evaluator's Name

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	<ul style="list-style-type: none"><li>Reflection reveals a thorough insight of the subject matter.</li><li>Shows depth of critical thinking.</li><li>Uses specific and convincing examples to support reflective statements.</li></ul>	<ul style="list-style-type: none"><li>Reflection reveals insight into the subject matter.</li><li>Often there are thoughtful statements.</li><li>Uses well-chosen examples to support reflective statements.</li></ul>	<ul style="list-style-type: none"><li>Reflection reveals a basic understanding of the subject matter with an effort at reflection.</li><li>At times, some reflective statements are evident.</li><li>Uses some examples to support ideas on the subject matter and reflections.</li></ul>	<ul style="list-style-type: none"><li>Reflection is limited.</li><li>The writer produces some basic understanding of the subject matter.</li><li>Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process</li></ul>	<ul style="list-style-type: none"><li>Little to no reflection is present.</li><li>Uses few to no examples.</li></ul>	
	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"><li>Demonstrates control of the writing conventions with few errors.</li></ul>		<ul style="list-style-type: none"><li>Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.</li></ul>		<ul style="list-style-type: none"><li>Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult.</li></ul>	

Total Score out of 10:

Facilitator/Evaluator's Comments:



**Columbia College**  
**Case Study Analysis**  
 Last Revised: December 8, 2017

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
<b>Area</b>	<b>10.0 – 7.0</b>	<b>6.9 – 5.0</b>	<b>4.9 – 3.5</b>	<b>3.4 - 0</b>	<b>Score</b>
<b>Identification of main issue/problem/key ideas</b>	<ul style="list-style-type: none"> <li>Clearly identifies the main issue/problem and summary of key ideas. Provides a clear position statement.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly identifies the main issue/problem and summary of most key ideas.</li> <li>Provides a relatively clear position statement.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the main/problem and some key ideas, but the statements are not clear.</li> <li>Provides a vague position statement.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to identify the main issue/problem and key ideas.</li> <li>Doesn't identify own position.</li> <li>Identifies some irrelevant ideas.</li> </ul>	
<b>Quality of analysis and interpretation</b>	<ul style="list-style-type: none"> <li>Provides a comprehensive, insightful analysis and interpretation of the issue.</li> <li>Draws clear conclusions and identifies implications.</li> <li>Demonstrates excellent problem solving skills.</li> <li>Supports main ideas with a range of varied, timely and relevant references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides very good analysis and interpretation of the issue.</li> <li>Draws most conclusions and identifies most implications.</li> <li>Identifies original and well developed solution/strategies, demonstrating effective problem solving skills.</li> <li>Provides sufficient</li> <li>Uses relevant, timely and varied sources to convince.</li> </ul>	<ul style="list-style-type: none"> <li>Provides partial analysis and interpretation. Issue needs further exploration.</li> <li>Draws a few conclusions and identifies some implications.</li> <li>Provides some solution/strategies, showing limited problem solving skills.</li> <li>Uses limited resources that are not well selected to support the response.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and interpretation is limited.</li> <li>Conclusions and implications of the issue are missing.</li> <li>Unable to provide solution/strategies. Lacks problem solving skills.</li> <li>Lacks fundamental resources to write an effective response.</li> <li>Inadequate reference support.</li> </ul>	

Area	5	4 - 3	2	1 - 0	Score
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>Mainly error free.</li> <li>Meets all requirements for an excellent response.</li> <li>Meets all case study written requirements.</li> </ul>	<ul style="list-style-type: none"> <li>A few minor errors in usage, grammar, or mechanics.</li> <li>Meets most requirements for a well written response.</li> <li>Meets most case study written requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in usage, grammar, and mechanics, beginning to interfere with readability and meaning.</li> <li>Meets a few requirements of an acceptable response.</li> <li>Meets a few case study written requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper</li> <li>Does not meet requirements for an acceptable response.</li> <li>Does not adequately meet any case study written requirements.</li> </ul>	

**Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.**

**Total Score out of 25:**

**Facilitator/Evaluator’s Comments:**