Columbia College

Children and Youth At-Risk (HSPD281)

Lecture 1

Course Outline

Semester Dates: November 15, 2021 to December 18, 202

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: Kris McNab	Email: kris.mcnab@columbia.ca
Class Time: Mondays and Wednesdays 8:30AM to 11:00AM	Room: Moodle Learning Platform and Microsoft Teams Site
Mastery Learning opportunities available on Wednesday Classes	
Credit: 3	Prerequisite: None

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.

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 also be addressed. Special emphasis will be assigned to various roles, prevention strategies, interventions, knowledge and skills human services professionals need when dealing with youth at risk.

Learning Outcomes:

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

- Describe and explain the historical traditions and philosophy of youth justice.

- Explain the biological, psychological and sociological factors of why juveniles misbehave.

- Describe what youth crime "looks like".

- Investigate Trauma-Informed justice

- Understanding collective trauma, colonialism and patriarchy

- Understand and investigate restorative justice

- Compare and contrast the stages of the youth justice system and the roles of the various players, and how their roles differ substantially from the adult system

- Critically examine and discuss the recommendations for changes in the Youth Justice System.

Course Format:

This remote course uses a variety of online teaching/learning methods including discussion, personal reflection, 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 online classroom provides you with a space where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in online class discussions and activities in addition to taking responsibility for your own learning while being 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 the online 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 online 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:

Oudshoorn, J. (2015). *Trauma-informed youth justice in Canada: a new framework toward a kinder future.* Toronto, Ontario. Canadian Scholars Press.

Recommended Readings and Resources:

Academic sources like Google Scholar.

Further Recommended Readings and Resources:

Homework Assignment Due for the First Class:

- Read this course outline and be prepared to discuss in class.

- Read Chapters 1 and 2 of your text.

- As a result of your reading assignment write down at least three (3) questions that you would find beneficial to discuss in class.

- Prepare for a test on the assigned readings.

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	Classes 1 through 10	20%
Assignment A	Class 4	25%
Assignment B	Class 7	25%
Final Project	Class 10	30%

Please note that all homework and assignments are due at 11:59PM on the due date.

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
Excellent	A	4.0	94	90
Excellent	A-	3.7	89	85
Good	B+	3.3	84	80
Good	B	3.0	79	75
Good	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
Satisfactory	C	2.0	64	60
Satisfactory	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 "B-" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments will 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.

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-P079),* 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:

Description	Date
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

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 a medical condition 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 a Accessibility Services Advisor – Main Office – Bldg. 802 or emailing 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 Accommodation Policy (ADM-P188) and Student Guide to Accessibility Services (SCCM-001).*

Student Support:

Students should be aware that Life Coaching, Career and Accessibility, 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	• Introduction to course • A Framework for Trauma-informed Youth Justice • A history of youth justice in Canada 1867-1984	• Chapter 1 • Chapter 2
2	• Youth Justice Today- 1984 to the present	• Chapter 3
3	• Theory of Trauma-informed youth justice-why do young people commit crimes	• Chapter 4
4	• Understanding Individual Trauma	• Chapter 5 • **Assignment A Due**
5	• Collective Trauma, colonialism and patriarchy	• Chapter 6
6	• Prison, Risk and Punishment- a trauma-inducing justice system	• Chapter 7
7	• Restorative Justice- The worldview of trauma-informed youth justice	• Chapter 8
8	• Youth Justice as Trauma-informed care	• Chapter 9 • **Assignment B Due**
9	• Trauma-informed prevention- ending cycles of violence	• Chapter 10
10	• Victim-centered justice • Principles of trauma-informed youth justice	• Chapter 11 • Conclusion • **Final project due**

Appendix 1
Assignment Outlines
Please note: Students must complete all assignments, tests, and final projects in order to pass this course

Daily Tests
Due Date: Each class from classes 1 through 10
Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.
- All tests are available on Moodle from 8:30 AM to 11:59 PM on the day of the class.
- There is a 30-minute time limit unless otherwise noted.
- There is one attempt on each test.

Assignment A: Personal Reflection
Due Date: Class 4 Weight: 25%

- Compose a personal reflection on what you believe "justice" means, specifically in the context of youth criminal offenders. In your reflection, consider your personal experiences that have influenced how you understand "justice" as well as other sources of information or knowledge have shaped what you believe is "just". This could include the news, your neighborhood, upbringings and other item, be sure to explore your entire understanding of what "just" means.

Writing Assignments:

- **Objective:** The objectives of the writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. A minimum of one-inch margins on each side. 12-point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to **Personal Response Rubric**.

How to avoid plagiarism?
The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in your ENGL110-1 texts (Tab 7).

Assignment B: Pamphlet
Due Date: Class 8 Weight: 25%

- Create a pamphlet that could be used as part of a community outreach program for the to address a Truth and Reconciliation Commissions: Call to Action. You are to read the Truth and Reconciliation's recommendations for the Calls to Action regarding justice and education to help inform Canada as to how it can address reconciliation. These are available in Teams and in Moodle. To accompany this pamphlet, you are expected to write a Short Writing Response detailing your process and how the topic can potentially affect you as a human service worker

Writing Assignments:
- **Objective:** The objectives of the writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Times New Roman font is preferred. Each assignment should have a minimum length of 250 words but is not to exceed 500 words. Students will be evaluated according to the **Critical Writing Response Marking** rubric.

Final Project Due Date:
Class 10 Weight: 30%
<u>**Type:**</u>
- Oral presentation via Microsoft Teams/Stream
- 7 to 10 minutes approximately allotted

<u>**Format:**</u>
- Group – 2 to 3 members per group maximum
- Each member is responsible for presenting at least one of the topics
- Each member will be graded on the **Oral Presentation Rubric** independently- this includes non-verbal communication so ensure you have a laptop camera and microphone that works

<u>**Task:**</u>
- Explore a local youth organization/program that addresses at-risk youth issues we have discussed in HSPD281 and share with your peers the impact of its presence in Calgary.
- The goal is to not only showcase a local youth organization/program but, to share the impact it has on the community of Calgary. This will take some research and teamwork as there are some organizations with a great deal of information but some that may not be suitable for a case study like this. It is imperative you not simply share information, rather your group will need to focus on its impact on the community (both short and long term).
- **Things to consider:**
    - What created the demand for this service and is it a short/long-term need?
    - What would the clients do without the support it provides?
    - How has it distinguished itself from other organizations- is it the only one of its kind?
    - Where do they receive funding from?
    - How strong the organization/program is at demystifying at-risk youth stigmas?
    - How does it contribute to empowering youth?
    - How does the program foster resiliency?
    - What do you see the future holding for this organization/program?
    - Do they have a cultural/religious component to their delivery? If so, what does this provide that others do not?

Assignment Expectations:

- **Objective:** The objective of this writing assignment is to reflect and apply concepts, ideas, and procedures to facilitate higher level learning. The assignment is designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** Use Office365 or other file sharing method to work on it "live". Present your findings in a format that you feel comfortable using but would advise you create a Microsoft Teams Meeting and invite all participants (including facilitator) to record and distribute. Use the skills acquired through INTE125 and gained throughout course.
- Students will be evaluated according to the attached rubric: **Oral Presentation Rubric**

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats as discussed in your ENGL110-1 textbook.

Columbia College
Critical Writing Response Marking Rubric

Student's Name		**Course Code**	**Date**	**Facilitator/Evaluator's Name**	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Quality of Response Content/Ideas	• Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings.	• Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings.	• Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability.	• Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion.	
Analysis	• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills.	• Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills.	• Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills.	• Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills.	

	A	**B**	**C-D**	**F**	**Score**
	10-9	8-7	6-5	4-0	
Style Expression of Ideas	• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice.	• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice.	• Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice.	• Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice.	
Organization and Structure	• Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions.	• Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions	• Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions.	• Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition.	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	• Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment.	• A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment.	• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment.	• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment.	

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 50:

Facilitator/Evaluator's Comments:

Columbia College
Oral Presentation Rubric
Last Revised: January 23, 2014

Student's Name		Course Code		Date		Facilitator/Evaluator's Name	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	• Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through carefully selected and original examples/ references. • Has effective transition between sections. • Summarizes all key points and stimulates thought at the end.	• Creates introduction that is original, clearly focused and gets the attention of the audience. • Organizes content logically, making most of the presentation easy to follow. • Builds main points through carefully selected examples/ references. • Has a transition between most sections. • Summarizes most key points and stimulates some thought at the end.	• Creates an introduction that tends to be unfocused. • Doesn't engage the audience's interest. • Content appears disorganized, without logic and consistency. • Builds a few main points with details, but most ideas are unsupported. • Few to no transitions are evident. • Little to no summarizing evident. Ending does not stimulate much thought.	• Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation.	
Content	• Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references.	• Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references.	• Provides evidence that not enough research has been done to support the content. • Gives an incomplete explanation of key points. • Uses a few relevant examples/ references.	• Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references.	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: **Nonverbal Effectiveness**	• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact.	• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact.	• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently.	• Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact.	
Delivery Style: **Verbal Effectiveness**	• Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses "ums". • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared.	• Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses "ums". • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary.	• Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses ("ums"), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary.	• No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses "ums", making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary.	

Total Score out of 40:

Facilitator's Comments:

Columbia College
Reflective Journaling 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	• Reflection reveals a thorough insight of the subject matter. • Shows depth of critical thinking. • Uses specific and convincing examples to support reflective statements.	• Reflection reveals insight into the subject matter. • Often there are thoughtful statements. • Uses well-chosen examples to support reflective statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. • At times, some reflective statements are evident. • Uses some examples to support ideas on the subject matter and reflections.	• Reflection is limited. • The writer produces some basic understanding of the subject matter. • Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process	• Little to no reflection is present. • Uses few to no examples.	

	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	• Demonstrates control of the writing conventions with few errors.		• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.		• Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult.	

Total Score out of 10: