

Youth Care Worker Diploma

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



Tomorrow
in the making.

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Saskatchewan Polytechnic

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The Youth Care Worker diploma program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Youth Care Worker diploma program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To determine eligibility for PLAR in this program, candidates must consult with the **Student Advisor** for this program at **306-659-4921**. Please read the information in this guide and complete self-audit checklists for courses you are considering for PLAR **before** contacting the Student Advisor.

Option A: Individual course challenge . All courses in this program except SEM 105 and SEM 200 are available to be assessed individually for PLAR credit. SEM 105 and SEM 200 can be challenged along with the corresponding practicum (PRAC) for each seminar (SEM) course (see Option B).

Individual course challenge eligibility: If you have two or more years of successful full-time experience in the youth care field within the last 5 years, and have learned the skills and knowledge for one or more of the Youth Care Worker diploma courses, you may apply to be assessed for each applicable course.

- The Student Advisor will require a detailed job description from each workplace that you want counted toward recent youth care experience.

Fees: There will be a charge for each individual course assessment. For a listing of the specific PLAR fees, check the [PLAR database](#) or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor assigned to the Youth Care Worker diploma program at 1-306-659-4921.

Option B: Block challenges for practicums and related courses

PLAR challenges for SEM 105, PRAC 398, SEM 200, and PRAC 399 are grouped into 3 parts. Based on your work experience in the Youth Care field, you may be approved to challenge 2 courses or all 4 courses together in one comprehensive assessment.

- Part 1: SEM 105 and PRAC 398
- Part 2: SEM 200 and PRAC 399
- Part 3: SEM 105, PRAC 398, SEM 200, and PRAC 399

Block challenge eligibility: To be eligible to challenge any practicum course block, you must provide proof of the equivalent of 3600 hours (equivalent to 2 years full-time) work experience within the last 5 years with an agency that is funded for and delivers services for youth and families at risk in Saskatchewan. Your work role must have involved applying a

range of intervention skills with at-risk youth (ages 12-18 years), and a substantial portion of work time must have been in a residential setting. Volunteer hours will not contribute to the time requirements.

- The Student Advisor will require a detailed job description from each workplace that you want counted toward recent youth care experience.

Fees: There will be a charge for each individual course assessment. For a listing of the specific PLAR fees, check the [PLAR database](#) or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor assigned to the Youth Care Worker diploma program at 1-306-659-4921.

How many courses can be challenged through PLAR in the Youth Care Worker diploma program?

Currently we have 15 out of 15 diploma courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Youth Care Worker Diploma Program Profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
ADMN 286	Administration	✓	
CLTR 180	Culture and Diversity	✓	
COUN 180	Suicide Intervention	✓	
HUMR 281	Group Facilitation	✓	
PRAC 398	Practicum 1	✓	
PRAC 399	Practicum 2	✓	
PSYC 188	Psychology A	✓	
PSYC 189	Psychology B	✓	
SPSY 184	Youth Criminal Justice	✓	
SPSY 290	Abnormal Psychology	✓	
YCW 281	Youth Care Practices II	✓	
YCW 283	Sexual Victimization	✓	
YCW 285	Conflict Resolution	✓	

Practicum Blocks			
PRAC 398 & SEM 105	Part 1 Block: Practicum 1 & Integration Seminar 1 (combined)	✓	
PRAC 399 & SEM 200	Part 2 Block: Practicum 2 & Integration Seminar 2 (combined)	✓	
PRAC 398, SEM 105, PRAC 399, SEM 200	Part 3 Block: Practicum 1, Integration Seminar 1, Practicum 2, & Integration Seminar 2 (combined)	✓ click on links to self-audit pages for Part 1 & 2 practicum blocks above	

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR Student Advisor assigned to the Youth Care Worker diploma program at: 1-306-659-4921.

Is PLAR available at any time of the year?

PLAR application and assessment timelines that affect candidate's plans:

Applications and required materials for evidence and assessment will only be accepted between September 1 and April 1 for the current academic year; applications and assessment of approved applications is not available from May 1 until September 1. Candidates are required to submit all evidence files before May 1 in order to have their materials considered for credit through PLAR. Academic advisement through the Program is strongly suggested as no refunds are allowed for unsuccessful or incomplete PLAR applications. Applicant advisement is available only between September 1 and May 1 of the academic year in which the specific course PLAR application has been approved; please contact the Student Academic Advisor for this program at 306-659-4921 between September 1 and May 1 for guidance through the PLAR application and assessment process.

Is it *easier* to challenge a course through PLAR or take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a "different" way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests

- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: [Saskatchewan Polytechnic – Accessibility Services](#)

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: <http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>

It is the student's responsibility to check with Registration Services for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a [Saskatchewan Polytechnic educational counsellor](#).

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

In the field of youth care, this may include a range of college and university credit courses related to the education of children, social services for families, social work practices, corrections and justice, therapeutic recreation, nursing care, counselling, and human services administration.

Contact us

If you have questions about the Disability Support Worker program, whether about applying to the program, taking courses by distance, or challenging courses through PLAR, please contact the Student Advisor for this program at 306-659-4921.

If you are unsure about your career and educational goals, and would like to explore other Sask Polytech programs, please contact a career or program counsellor at a campus closest to you.

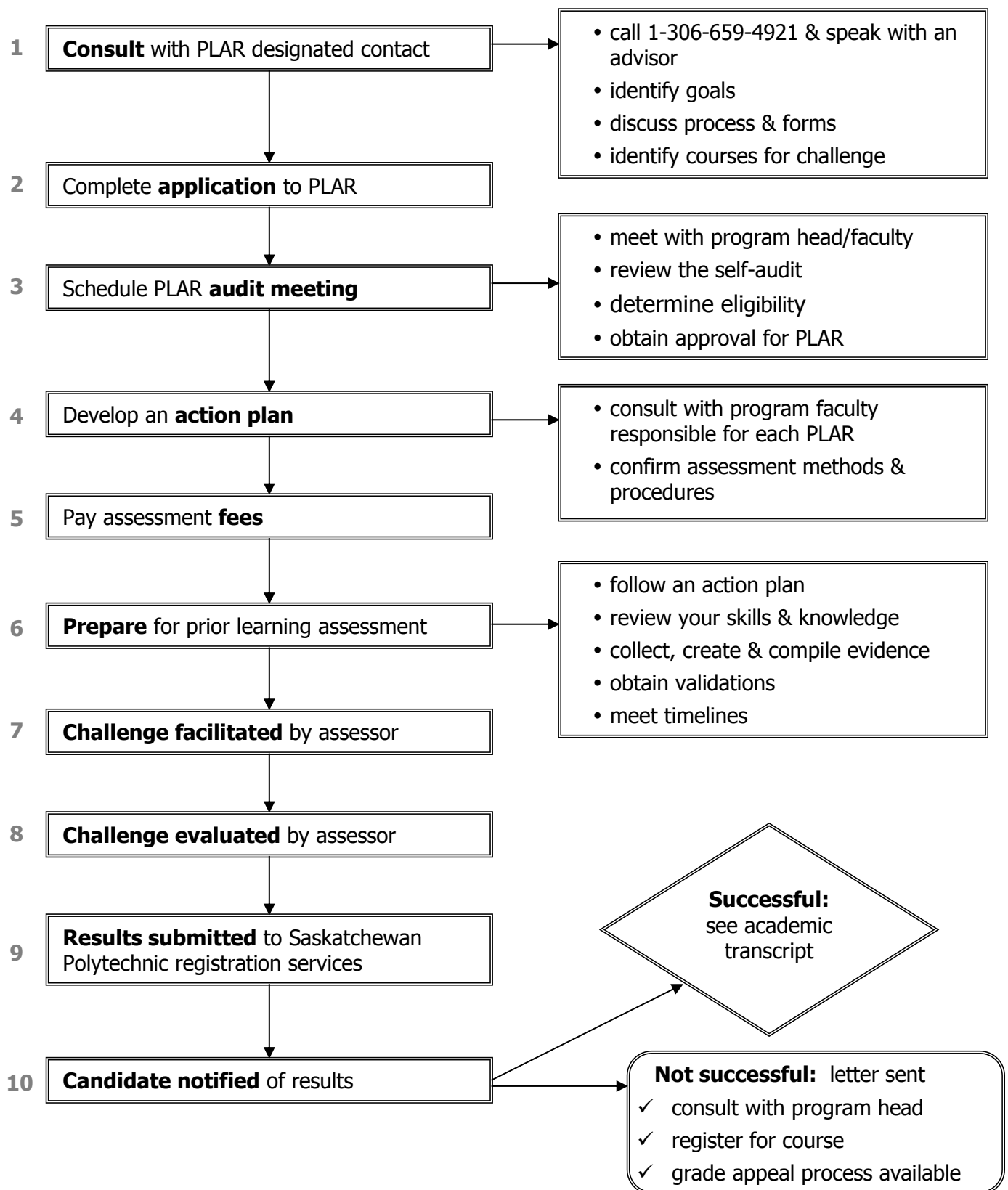
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
StudentServicesMooseJaw@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
StudentServicesPrinceAlbert@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
StudentServicesRegina@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
StudentServicesSaskatoon@saskpolytech.ca

Prior Learning Assessment and Recognition process



How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery: I am able to demonstrate the learning outcome well enough to teach it to someone else.

Competent: I can work independently to apply the learning outcome.

Functional: I need some assistance in using the outcome.

Learning: I am developing skills and knowledge for this area.

None: I have no experience with the outcome.

Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

Self-audit guide(s)

ADMN 286 – Administration

You will receive an overview of the governance, organizational structures, funding mechanisms, and operations of human services agencies. You will learn the legal and employment considerations for clients, workers, and employers in human services. You will learn the principles of volunteer management and the process of writing effective proposals.

Credit unit(s): 3.0

Pre- and co-requisites: Youth Care Worker Certificate

ADMN 286 – Administration Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the organizational structures and operation of the agencies that provide service to youth and families.					
<ul style="list-style-type: none"> ▪ Outline the organizational structures and youth services provided by government, non-government community based organizations, and private providers 					
<ul style="list-style-type: none"> ▪ Outline the components of an agency mission statement 					
<ul style="list-style-type: none"> ▪ Outline the roles of boards, managers, staff, and volunteers in youth care services 					
2. Describe the role of policy and procedures in a human services organization.					
<ul style="list-style-type: none"> ▪ Explain the terms 'policy' and 'procedure'. 					
<ul style="list-style-type: none"> ▪ Describe the format of policy manuals used by youth services agencies 					
<ul style="list-style-type: none"> ▪ Discuss the types and purposes of records and reports required in the operation of a human service agency 					
3. Discuss the legal and liability administration issues in youth care work.					
<ul style="list-style-type: none"> ▪ Explain the reasons for government involvement in youth care services 					
<ul style="list-style-type: none"> ▪ Outline human rights provisions for human services clients 					
<ul style="list-style-type: none"> ▪ Explain the importance of understanding legal issues in human services occupations 					
4. Outline employer and employee responsibilities in the workplace.					
<ul style="list-style-type: none"> ▪ Explain the features and benefits of job descriptions for human services workers 					
<ul style="list-style-type: none"> ▪ Outline the labour standards, and occupational health and safety standards that apply to human service workers on the job 					
<ul style="list-style-type: none"> ▪ Identify common dilemmas regarding human service worker roles and boundaries 					
5. Describe volunteer management in the youth and family services sector.					
<ul style="list-style-type: none"> ▪ Define "volunteer" 					

ADMN 286 – Administration Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Outline the components of a volunteer management program 					
6. Describe the components and data sources for a will written proposal for youth and family services.					
<ul style="list-style-type: none"> ▪ Describe the process of proposal writing for human services 					
<ul style="list-style-type: none"> ▪ Describe the process of writing a needs statement 					
<ul style="list-style-type: none"> ▪ Outline data sources for a proposal 					
<ul style="list-style-type: none"> ▪ Describe the steps involved in preparing a funding proposal 					
<ul style="list-style-type: none"> ▪ Outline the parts of a proposal 					

PLAR assessment methods

PLAR assessment for this course may be under development. If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your self-audit results for the checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. Do not prepare for assessment until you have been approved to PLAR this course and received specific directions.

Resources

If you are approved to PLAR this course, ask the Student Advisor to recommend any useful learning materials to review prior to assessment.

CLTR 180 – Culture and Diversity

You will be introduced to the many facets of culture. Your studies will focus on the personal attitudes and values involved in appreciating cultural differences. You will explore multiculturalism in Canadian society and discuss practices that promote acceptance of differences in society.

Credit unit(s): 3.0

Pre- and co-requisites: Youth Care Worker Certificate

CLTR 180 – Culture and Diversity Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe diversity and social inequality in Canadian society.					
<ul style="list-style-type: none"> ▪ Examine diversity in Canada from a variety of perspectives 					
<ul style="list-style-type: none"> ▪ Identify various causes of oppression 					
<ul style="list-style-type: none"> ▪ Examine the causes and effects of poverty 					
2. Identify your own personal and occupational diversity competence.					
<ul style="list-style-type: none"> ▪ Reflect upon multiculturalism as a unifying and inclusive national identity 					
3. Examine diversity in Canadian culture.					
<ul style="list-style-type: none"> ▪ Identify the overt and hidden acts of assimilation and oppression forced on aboriginal peoples 					
<ul style="list-style-type: none"> ▪ Identify various ways of working with the aboriginal peoples 					
<ul style="list-style-type: none"> ▪ Demonstrate awareness of the changing religious demographics in Canada and the factors contributing to these changes 					
<ul style="list-style-type: none"> ▪ Identify the consequences of straying from the socially defined roles of male and female 					
<ul style="list-style-type: none"> ▪ Explore practices that promote equity and inclusion 					
<ul style="list-style-type: none"> ▪ Identify differing characteristics of various generations 					
<ul style="list-style-type: none"> ▪ Examine the change in family form over time 					
<ul style="list-style-type: none"> ▪ Analyze issues with Canada’s immigration system 					
4. Develop occupational activities that promote socialization and equality.					
<ul style="list-style-type: none"> ▪ Construct strategies to combat prejudice and discrimination against diverse populations 					
<ul style="list-style-type: none"> ▪ Increase your own culturally competent practices 					

PLAR assessment methods

PLAR assessment for this course may be under development. If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your self-audit results for the checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. Do not prepare for assessment until you have been approved to PLAR this course and received specific directions.

Resources

If you are approved to PLAR this course, ask the Student Advisor to recommend any useful learning materials to review prior to assessment.

COUN 180 – Suicide Intervention

You will acquire knowledge and develop skills for suicide prevention and intervention. You will explore personal and community perspectives on suicide. You will identify and assess suicide risk factors, apply suicide intervention techniques, and examine ways to mobilize community support. You will identify suicide prevention and post-vention strategies related to helping individuals and the community.

Credit unit(s): 2.0

COUN 180 – Suicide Intervention Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe common perspectives and societal attitudes on suicide.					
<ul style="list-style-type: none"> ▪ Identify personal attitude and knowledge about suicide 					
<ul style="list-style-type: none"> ▪ Explain current research findings on youth suicide 					
<ul style="list-style-type: none"> ▪ Describe society’s attitudes to suicide 					
2. Identify risk factors.					
<ul style="list-style-type: none"> ▪ Describe the people and populations more highly linked to suicidal behaviour 					
<ul style="list-style-type: none"> ▪ Describe factors of potential suicidal behaviour 					
3. Identify indicators of suicide risk.					
<ul style="list-style-type: none"> ▪ Explain the process to estimate the level of risk of suicide 					
<ul style="list-style-type: none"> ▪ Identify risk alerts and accompanying safety factors 					
4. Explain suicide intervention strategies.					
<ul style="list-style-type: none"> ▪ Outline the intervention strategy for suicidal behaviour 					
<ul style="list-style-type: none"> ▪ Demonstrate the suicide intervention strategy 					
5. Identify community support groups.					
<ul style="list-style-type: none"> ▪ Explain ways to mobilize community support for suicide prevention 					
<ul style="list-style-type: none"> ▪ Discuss the significance of school involvement in creating a suicide safer community 					
<ul style="list-style-type: none"> ▪ Discuss how youth care workers create suicide-safer communities 					
<ul style="list-style-type: none"> ▪ Discuss the role of the media in suicide-safer communities 					
6. Outline the components of community suicide prevention strategies.					
<ul style="list-style-type: none"> ▪ Discuss suicide prevention in Aboriginal and Inuit communities 					
<ul style="list-style-type: none"> ▪ Describe post-vention strategies that help establish suicide prevention norms 					

PLAR assessment methods

If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your results for the self-audit checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. You may be asked to demonstrate your learning in one or more of the following ways. Do not prepare evidence for submission until after you have been approved for PLAR and received specific directions.

1. Evidence File

- Binder – separated into sections and each section is clearly identified as to what is within the section
- A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [Appendix A](#)
- Employer validation checklist (validated by the employer). Refer to [Appendix B](#)
- A personal resume detailing the relevant work history of the candidate
- Work sample documents
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)
- If applicable, any additional items to support the evidence file

2. Assignments

- **Journal or Reflective Writing – Suicide Facts or Myths**
Recall a personal experience when you were a member of a group and/or a team in a community setting. Reflect upon your experience. Identify, discuss, and analyze the context of your personal experience with group work.
- **Suicide Intervention Role Play**

3. Challenge exam – 2 hrs

- Passing mark is 60 %
- Multiple choice, true or false, short essay and case study

Resources

If approved to PLAR this course, ask the PLAR Student Advisor to recommend resources that may be useful to prepare for assessment.

HUMR 281 – Group Facilitation

You will be introduced to the foundations and structure of group work. You will learn about group dynamics and the role of effective communication in group process. You will explore the concepts of roles, norms, motivation, diversity leadership and power as they relate to being an effective group member. Finally, you will be provided with the opportunity to develop practical skills and experience in group facilitation.

Credit unit(s): 3.0

Pre- and co-requisites: Youth Care Worker Certificate

HUMR 281 – Group Facilitation Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify purposes and guiding principles of group work in youth care.					
<ul style="list-style-type: none"> ▪ Define and discuss group dynamics 					
<ul style="list-style-type: none"> ▪ Describe the elements of group communication 					
<ul style="list-style-type: none"> ▪ Identify the advantages and disadvantages of different types of groups 					
2. Describe the development and membership profiles of groups in youth care.					
<ul style="list-style-type: none"> ▪ Describe the different developmental stages of a group 					
<ul style="list-style-type: none"> ▪ Recognize the importance of group goals and norms 					
<ul style="list-style-type: none"> ▪ Identify the role of motivation in group process 					
<ul style="list-style-type: none"> ▪ Compare the different needs of group members 					
<ul style="list-style-type: none"> ▪ Identify the different roles of group members 					
3. Explain the benefits and challenges of diversity and balance in group work.					
<ul style="list-style-type: none"> ▪ Discuss the elements of group diversity 					
<ul style="list-style-type: none"> ▪ Compare the different dimensions of group process 					
4. Identify and implement leadership for group work with children and youth.					
<ul style="list-style-type: none"> ▪ Explain leadership and power within a group environment 					
<ul style="list-style-type: none"> ▪ Compare current leadership theories 					
5. Describe and demonstrate effective communication and listening in group work with youth.					
<ul style="list-style-type: none"> ▪ Describe the importance of verbal and nonverbal communication in group process 					
<ul style="list-style-type: none"> ▪ Identify the relationship between active listening and group functioning 					
6. Identify and manage conflict, cohesion, and problem solving in youth care group work.					

HUMR 281 – Group Facilitation					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
▪ Recognize the role of conflict in group dynamics					
▪ Compare the relationship between decision making and problem solving					
▪ Identify different problem solving techniques					
7. Demonstrate critical thinking and constructive argumentation in youth care group work.					
▪ Recognize the value of critical thinking and argumentation in group process					
▪ Identify the guiding principles of presentations					
▪ Describe the characteristics of an effective team					
▪ Explain the role of a facilitator in group process					
▪ Describe the process of termination					
▪ Participate in a termination scenario					

PLAR assessment methods

If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your results for the self-audit checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. You may be asked to demonstrate your learning in one or more of the following ways. Do not prepare evidence for submission until after you have been approved for PLAR and received specific directions.

1. Evidence File

- Binder – separated into sections and each section is clearly identified as to what is within the section
- A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [Appendix A](#)
- Employer validation checklist (validated by the employer). Refer to [Appendix B](#)
- A personal resume detailing the relevant work history of the candidate
- Work sample documents
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)
- If applicable, any additional items to support the evidence file

2. Assignments

- **Group Membership and Process**

Recall a personal experience when you were a member of a group and/or a team in a community setting. Reflect upon your experience. Identify, discuss, and analyze the context of your personal experience with group work.

- **Group Facilitation Role Play**

Develop and deliver one bullying prevention program module based on material from the *Beyond the Hurt: Bullying Prevention – Youth Facilitator’s Guide*.

Resources

If approved to PLAR this course, ask the PLAR Student Advisor to recommend resources that may be useful to prepare for assessment.

Practicum Block 1 PRAC 398 & SEM 105 – Practicum 1 and Integration Seminar 1 Block Challenge

If considering a practicum block challenge, please review the [eligibility criteria](#).

NOTE: Seminar courses help prepare students for practicum placements in this program. SEM 185 precedes PRAC 384, and SEM 282 precedes PRAC 385. If you successfully challenge a practicum, you will receive credit for its related seminar course. You are required to review the learning outcomes of the seminar course related to each practicum course you are challenging.

Practicum block PLAR candidates will be advised by the PLAR Student Advisor to itemize the related seminar course(s) on their PLAR application form. Candidates cannot apply for separate PLAR credit for either of the seminar courses.

PRAC 398 Course Description: The course provides you with an opportunity to acquire extended experience working within programs for youth. The experience will help you apply the knowledge you gained from course work and build skills you need for employment in a real work setting. You will have the opportunity to assess, plan, implement and evaluate a program for a client and to facilitate, evaluate and revise program plans for established agency programs. You will be involved in managing education sessions for agency clientele.

SEM 105 Course Description: You will reflect on professional practice with a focus on advanced knowledge and skills developed in youth care courses. You will develop a personal portfolio for practicum placement in PRAC 398, Practicum 1. You will explore the professional expectations of agencies involved in your placement.

Combined Credit Units: 13.0

Prerequisites: Youth Care Worker Certificate; HUMR 281, YCW 281, YCW 285

PRAC 398 & SEM 105 – Practicum 1 & Integration Seminar 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
Practicum 1					
1. Develop a professional working relationship with the agency and its clients.					
<ul style="list-style-type: none"> ▪ Demonstrates understanding of the agency and its clients 					
<ul style="list-style-type: none"> ▪ Demonstrates confidentiality and professionalism in the workplace 					
<ul style="list-style-type: none"> ▪ Develops an effective working relationship with colleagues 					
<ul style="list-style-type: none"> ▪ Contributes towards agency mission 					
2. Work as a team member providing service to clients and their support persons.					
<ul style="list-style-type: none"> ▪ Establishes appropriate boundaries with clients and their support persons 					
<ul style="list-style-type: none"> ▪ Demonstrates effective communication with colleagues and clients 					

PRAC 398 & SEM 105 – Practicum 1 & Integration Seminar 1					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
<ul style="list-style-type: none"> Contributes to the team with his/her own unique set of skills 					
3. Screen and write reports related to client screening, behavioural interventions, and crisis intervention.					
<ul style="list-style-type: none"> Recognizes agency’s client screening and incident reporting protocols 					
<ul style="list-style-type: none"> Demonstrates ability to write and review agency reports 					
4. Demonstrate safety, universal precautions and mandatory reporting protocols.					
<ul style="list-style-type: none"> Demonstrates the use of universal precautions to prevent the transmission of diseases 					
<ul style="list-style-type: none"> Creates a safe work environment 					
<ul style="list-style-type: none"> Consults within agency protocols with department of health/physician if there is suspected exposure 					
5. Update, revise, and document an established group program or therapeutic activity and crisis intervention.					
<ul style="list-style-type: none"> Identifies a group program or therapeutic activity that needs revision 					
<ul style="list-style-type: none"> Analyzes and discusses the changes needed to the program or activity 					
<ul style="list-style-type: none"> Completes necessary revisions and submits the new document to their site supervisor 					
6. Develop, implement and lead a group client program independently.					
<ul style="list-style-type: none"> Consults with co-workers to gain an understanding of the agency’s group client programming 					
<ul style="list-style-type: none"> Plans a group client program 					
<ul style="list-style-type: none"> Facilitates a group client program 					
SEM 105					
1. Reflect on professional practice in the field of youth services.					
2. Identify professional conduct as it applies to youth services.					
3. Develop a portfolio that supports student success and readiness for Youth Care Worker Diploma PRAC 398 Practicum 1.					

PLAR assessment methods

If you meet the [eligibility criteria](#) to PLAR a YCW diploma practicum block and your results for the self-audit checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. You may be asked to demonstrate your learning in one or more of the following ways. Do not prepare evidence for submission until after you have been approved for PLAR and received specific directions.

Note: The following assessment methods are to be completed if you are challenging the Block Practicum Part 1 (SEM 105 & PRAC 398), Part 2 (SEM 200 & PRAC 399) or Part 3 (SEM 105, PRAC 398, SEM 200 and PRAC 399). If you wish to challenge any one of these courses as an individual course, please consult with the Student Advisor to determine what you will be required to do to demonstrate your learning.

1. Evidence File

- Binder – separated into sections and each section is clearly identified as to what is within the section
- A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [Appendix A](#)
- Employer validation checklist (validated by the employer). Refer to [Appendix B](#)
- A personal resume detailing the relevant work history of the candidate
- Work sample documents
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)
- If applicable, any additional items to support the evidence file

2. Assignment – Journal Assignment

The journal assignment is documentation of your work experience following a set of learning objectives that will be given to you when you meet with the Human Services PLAR Advisor. An interview with the program head/assessor may be required for clarification.

Resources

If approved to PLAR this course group, ask the PLAR Student Advisor to recommend resources that may be useful to prepare for assessment.

Practicum Block 2 PRAC 399 & SEM 200 – Practicum 2 & Integration Seminar 2 Block Challenge

If considering a practicum block challenge, please review the [eligibility criteria](#).

NOTE: Seminar courses prepare students for practicum placements in this program. SEM 185 precedes PRAC 384, and SEM 282 precedes PRAC 385. If you successfully challenge a practicum, you will receive credit for its related seminar course. You are required to review the learning outcomes of the seminar course related to each practicum course you are challenging.

Practicum PLAR candidates will be advised by the PLAR Student Advisor to itemize the related seminar course(s) on their PLAR application form. Candidates cannot apply for separate PLAR credit for either of the seminar courses.

PRAC 399 Course Description: You will have a second opportunity to acquire extended experience working with human services programs for at risk persons and groups. You will focus on the administration functions that youth care professionals carry out in the workplace. You will learn to develop your leadership, documentation, reporting and project management skills.

SEM 200 Course Description: You will reflect on practicum experiences and the application of advanced theories, knowledge and skills in practicum settings. You will discuss current issues in the provision of youth services. You will add to your personal portfolio for practicum placement in PRAC 399, Practicum 2. You will explore the expectations of agencies involved in your placement.

Combined Credit Units: 13.0

Prerequisites: ADMN 286, CLTR 180, COUN 180, HUMR 281, PRAC 398, PSYC 188, PSYC 189, SEM 105
SPSY 184, SPSY 290, YCW 281, YCW 283, and YCW 285

PRAC 399 & SEM 200 – Practicum 2 & Integration Seminar 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
Practicum 2					
1. Implements the appropriate components of case plans or client support projects.					
<ul style="list-style-type: none"> ▪ Is familiar with client case plans and support projects 					
<ul style="list-style-type: none"> ▪ Consults with co-workers to identify components of case plans and support projects where assistance is possible 					
<ul style="list-style-type: none"> ▪ Implements components of the case plan or support project 					
2. Evaluates the effectiveness of therapeutic interventions or projects.					
<ul style="list-style-type: none"> ▪ Discusses therapeutic interventions/projects with colleagues 					
<ul style="list-style-type: none"> ▪ Evaluates a therapeutic intervention/project 					
3. Facilitates, evaluates, and writes a report on an established program or project of the agency.					

PRAC 399 & SEM 200 – Practicum 2 & Integration Seminar 2		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
	Competent: I can work independently to apply the outcome.					
	Functional: I need some assistance in using the outcome.					
	Learning: I am developing skills and knowledge for this area.					
	None: I have no experience with the outcome.					
	<ul style="list-style-type: none"> Meets with co-workers/supervisor to select a program to facilitate 					
	<ul style="list-style-type: none"> Facilitates a program or project 					
	<ul style="list-style-type: none"> Evaluates the program or project & provides the site supervisor with a report 					
4.	Develops, facilitates, evaluates, and provides a written report on a client or staff educational project related to the agency's mission.					
	<ul style="list-style-type: none"> Develops a client or staff educational project 					
	<ul style="list-style-type: none"> Facilitates the educational project 					
	<ul style="list-style-type: none"> Evaluates the educational project and provides the site supervisor with a written report 					
5.	Develops and provides a written project proposal and project budget for a new initiative at the agency.					
	<ul style="list-style-type: none"> Identifies a new initiative for the agency 					
	<ul style="list-style-type: none"> Meets with co-workers and supervisor to discuss initiative and project budget 					
	<ul style="list-style-type: none"> Submits project proposal and budget to site supervisor 					
SEM 200						
1.	Reflect on professional practice in the field of youth services.					
2.	Identify professional conduct as it applies to youth services.					
3.	Discuss current issues in youth services.					
4.	Develop a portfolio that supports student success and readiness for Youth Care Worker Diploma PRAC 399 Practicum 2.					

PLAR assessment methods

If you meet the [eligibility criteria](#) to PLAR a YCW diploma practicum block and your results for the self-audit checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. You may be asked to demonstrate your learning in one or more of the following ways. Do not prepare evidence for submission until after you have been approved for PLAR and received specific directions.

Note: The following assessment methods are to be completed if you are challenging the Block Practicum Part 1 (SEM 105 & PRAC 398), Part 2 (SEM 200 & PRAC 399) or Part 3 (SEM 105, PRAC 398, SEM 200 and PRAC 399). . If you wish to challenge any one of these courses as an individual course, please consult with the Human Services PLAR advisor to determine what you will be required to do to demonstrate your learning.

1. Evidence File

- Binder – separated into sections and each section is clearly identified as to what is within the section
- A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [Appendix A](#)
- Employer validation checklist (validated by the employer). Refer to [Appendix B](#)
- A personal resume detailing the relevant work history of the candidate
- Work sample documents
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)
- If applicable, any additional items to support the evidence file

2. Assignment – Journal Assignment

The journal assignment is documentation of your work experience following a set of learning objectives that will be given to you when you meet with the Human Services PLAR Advisor. An interview with the program head/assessor may be required for clarification.

Resources

If approved to PLAR this course group, ask the PLAR Student Advisor to recommend resources that may be useful to prepare for assessment.

PSYC 188 – Psychology A

You will be introduced to the scientific study of human behaviour. You will study psychology as a discipline of neuroscience and behaviour, sensation and perception, states of consciousness, learning and memory

Credit unit(s): 3.0

Equivalent Course(s): PSYC 184

PSYC 188 – Psychology A Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the discipline of psychology and the scientific study of human behaviour.					
<ul style="list-style-type: none"> ▪ Define the science of psychology and its goals 					
<ul style="list-style-type: none"> ▪ Outline the research methods used in psychology 					
<ul style="list-style-type: none"> ▪ Discuss the ethical framework for psychology research 					
<ul style="list-style-type: none"> ▪ Discuss historical and current psychology perspectives 					
2. Identify the structural and functional relationship of biology and behaviour.					
<ul style="list-style-type: none"> ▪ Explain the structure and functions of neurons and neurotransmitters 					
<ul style="list-style-type: none"> ▪ Outline the structures and functions of the central nervous system 					
<ul style="list-style-type: none"> ▪ Outline the parts of the brain and their functions 					
<ul style="list-style-type: none"> ▪ Outline the structures and functions of the peripheral nervous system 					
<ul style="list-style-type: none"> ▪ Outline the structures and functions of the endocrine system 					
3. Identify and explain the processes of sensation and perception.					
<ul style="list-style-type: none"> ▪ Explain the principles and processes of human sensation 					
<ul style="list-style-type: none"> ▪ Identify the structures and processes related to human vision, hearing, smell, taste, touch and balance 					
<ul style="list-style-type: none"> ▪ Explain the principles and processes of human perception 					
4. Define and describe states of consciousness and ways in which consciousness is altered.					
<ul style="list-style-type: none"> ▪ Explain the mechanism of consciousness 					
<ul style="list-style-type: none"> ▪ Explain the structures and process of circadian rhythms 					
<ul style="list-style-type: none"> ▪ Describe the processes involved in sleep 					
<ul style="list-style-type: none"> ▪ Discuss means of altering consciousness 					
5. Identify, explain and differentiate the processes of classical, operant and cognitive learning.					
<ul style="list-style-type: none"> ▪ Explain classical conditioning 					

PSYC 188 – Psychology A					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
▪ Explain operant conditioning					
▪ Explain behaviour modification					
▪ Explain cognitive learning					
6. Describe and discuss the processes of memory.					
▪ Outline the models and systems involved in memory					
▪ Describe the processes of remembering and retrieval					
▪ Describe the biological elements of memory					
▪ Discuss forgetting					
▪ Discuss methods of enhancing memory					

PLAR assessment methods

If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your results for the self-audit checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. You may be asked to demonstrate your learning in one or more of the following ways. Do not prepare evidence for submission until after you have been approved for PLAR and received specific directions.

1. Evidence file

- Requirements for evidence file:
 - a. Binder – separated into sections and each section is clearly identified as to what is within the section
 - b. A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template](#) in candidate guide
 - c. Signed [employment validation letter](#) on company letterhead. Refer to template in candidate guide
 - d. A personal resume detailing the relevant work history of the candidate
 - e. Job description – current and/or previous placements of work
 - f. If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. Two Essays

The assignments are required to be:

- a. 2 – 3-typed (double spaced) pages of content, as well as a cover page for each assignment
 - b. APA format

3. Challenge exam

- a. Passing mark is 60 %
- b. Matching and short answer

Resources

If approved to PLAR this course group, ask the PLAR Student Advisor to recommend resources that may be useful to prepare for assessment. Recommended items may include the following:

Saskatchewan Institute of Applied Science and Technology (Saskatchewan Polytechnic). (2010). *PSYC 188 – Psychology A* (Course Manual). Saskatchewan Polytechnic Kelsey.

Wood, Wood, Wood & Desmarais. (2011). *The World of Psychology*. (6th Canadian Edition). Pearson Education.

PSYC 189 – Psychology B

You will continue to examine the scientific examination of human behaviour introduced in PSYC 188, Psychology A. You will study intelligence, cognition and language, motivation and emotion, social psychology personality, health and stress.

Credit unit(s): 3.0

Prerequisite(s): PSYC 188

PSYC 189 – Psychology B Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the structure and function of intelligence, cognition and language.					
▪ Discuss definitions of intelligence					
▪ Discuss historical and current approaches to the measurement of intelligence					
▪ Discuss emotional intelligence					
▪ Describe the processes of imagery and concept development					
▪ Describe the structures and processes involved in language					
2. Outline theories, components and experiences of motivation and emotion.					
▪ Outline current theories of motivation					
▪ Discuss the primary drives of hunger and thirst					
▪ Explain the three types of social motives					
▪ Explain the components and processes of human emotion					
3. Describe and discuss theories and world realities of social psychology.					
▪ Explain the concept of social perception					
▪ Describe attraction, conformity and group influence on social behaviour					
▪ Explain prejudice, discrimination and pro-social behavior					
▪ Describe theories and processes in aggression					
4. Describe theories of personality and approaches to assessment.					
▪ Define personality					
▪ Describe Neo-Freudian approaches to personality					
▪ Describe trait approaches to personality					
▪ Describe learning approaches to personality					
▪ Describe behavioural genetics					

PSYC 189 – Psychology B Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe approaches to personality assessment 					
5. Describe and discuss the relationship between health, stress, illness and lifestyle.					
<ul style="list-style-type: none"> ▪ Describe theories of stress 					
<ul style="list-style-type: none"> ▪ Explain the development of chronic stress and post-traumatic stress 					
<ul style="list-style-type: none"> ▪ Discuss approaches to coping with stress 					
<ul style="list-style-type: none"> ▪ Explain the relationships between stress and common diseases 					
<ul style="list-style-type: none"> ▪ Discuss the relationships between lifestyle and health 					

PLAR assessment methods

If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your results for the self-audit checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. You may be asked to demonstrate your learning in one or more of the following ways. Do not prepare evidence for submission until after you have been approved for PLAR and received specific directions.

1. Evidence file

Required for evidence file:

- a. Binder – separated into sections and each section is clearly identified as to what is within the section
- b. A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to cover page template in candidate guide
- c. Signed employment validation letter on company letterhead. Refer to template in candidate guide
- d. A personal resume detailing the relevant work history of the candidate
- e. Job description – current and/or previous placements of work
- f. If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. Discussion Paper

The assignment is required to be:

- a. 2 – 3-typed (double spaced) pages of content, as well as a cover page
- b. APA format

3. Challenge exam

- a. Passing mark is 60 %
- b. Multiple choice, true & false and essay

Resources

If approved to PLAR this course group, ask the PLAR Student Advisor to recommend resources that may be useful to prepare for assessment. Recommended items may include the following:

Saskatchewan Institute of Applied Science and Technology (Saskatchewan Polytechnic). (2010). *PSYC 189 – Psychology B* (Course Manual). Saskatchewan Polytechnic Kelsey.

Wood, Wood, Wood & Desmarais. (2011). *The World of Psychology*. (6th Canadian Edition). Pearson Education.

SPSY 184 – Youth Criminal Justice

You will be introduced to the Canadian criminal justice system. You will explore the history of juvenile justice and will examine the impact of custodial placement on youth in conflict with the law. You will examine sentencing, correctional placement, parole and conditional release for youth and adult offenders. You will be introduced to the roles of police, judges, prosecutors, and defence lawyers working with youth in conflict with the law.

Credit unit(s): 3.0

Equivalent Course(s): SPSY 183

SPSY 184 – Youth Criminal Justice Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Provide an historical overview of youth in conflict with the law.					
<ul style="list-style-type: none"> ▪ Recognize the meaning of justice for children has changed over time 					
<ul style="list-style-type: none"> ▪ Review the history of juvenile legislation 					
<ul style="list-style-type: none"> ▪ Discuss the provisions of the <i>Juvenile Delinquents Act</i> 					
<ul style="list-style-type: none"> ▪ Discuss the implementation of the <i>Young Offenders Act (YOA)</i> 					
<ul style="list-style-type: none"> ▪ Describe the implications of the <i>Youth Criminal Justice Act</i> on young offenders 					
2. Discuss the facts and social face of youth crime in Canada.					
<ul style="list-style-type: none"> ▪ Describe different methods to measure youth crime 					
<ul style="list-style-type: none"> ▪ Identify the importance of reliability and validity in crime measurement 					
<ul style="list-style-type: none"> ▪ Recognize the role of race and ethnicity in the commission of youth crime 					
<ul style="list-style-type: none"> ▪ Identify age and gender as factors in youth crime 					
<ul style="list-style-type: none"> ▪ Discuss youth as victims of crime 					
<ul style="list-style-type: none"> ▪ Describe the impact of victimization on the public 					
3. Discuss the theories of youth crime and delinquency.					
<ul style="list-style-type: none"> ▪ Compare and contrast labelling theory, conflict theory and opportunity theory regarding youth delinquency and crime 					
<ul style="list-style-type: none"> ▪ Identify the different kinds of social learning theories related to delinquent behaviour 					
<ul style="list-style-type: none"> ▪ Describe social control, strain and liberal conflict theories 					
<ul style="list-style-type: none"> ▪ Discuss feminist theories regarding girls and delinquency 					
4. Identify the relationship between youth crime and family peer pressure.					

SPSY 184 – Youth Criminal Justice Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Examine the effects of family structure and relationships on youth crime and delinquency 					
<ul style="list-style-type: none"> ▪ Describe the relationship between school commitment and performance to youth crime 					
<ul style="list-style-type: none"> ▪ Recognize the role of friends in criminal, delinquent and gang activity 					
<ul style="list-style-type: none"> ▪ Define and discuss crime prevention 					
5. Explain the role of police and diversionary measures in dealing with youth under the Youth Criminal Justice Act.					
<ul style="list-style-type: none"> ▪ Identify the role and importance of police discretion when dealing with young offenders 					
<ul style="list-style-type: none"> ▪ Describe rights and responsibilities of youth at time of arrest 					
<ul style="list-style-type: none"> ▪ Distinguish between indictable and summary offences 					
<ul style="list-style-type: none"> ▪ Recognize the benefits of extrajudicial measures for young offenders 					
<ul style="list-style-type: none"> ▪ Describe the principles of restorative justice and sentencing circles 					
6. Describe the principles and proceedings of youth justice court.					
<ul style="list-style-type: none"> ▪ Identify the main players who participate in the court proceedings 					
<ul style="list-style-type: none"> ▪ Describe the proceedings of the Youth Justice Court 					
<ul style="list-style-type: none"> ▪ Explain the role of parents and guardians when young people get into trouble with the law 					
<ul style="list-style-type: none"> ▪ Discuss the purpose of publication bans 					
7. Outline the goals and sentencing options for young offenders.					
<ul style="list-style-type: none"> ▪ Explain the purpose and principle of sentencing under the Youth Criminal Justice Act 					
<ul style="list-style-type: none"> ▪ Define and discuss available sentencing options 					
<ul style="list-style-type: none"> ▪ Describe adult sentences and the Youth Criminal Justice Act 					
<ul style="list-style-type: none"> ▪ Outline the destruction of records guidelines for young offenders 					
8. Explain the functions and effects of custodial placement on young offenders.					
<ul style="list-style-type: none"> ▪ Review the history of juvenile institutions in Canada 					
<ul style="list-style-type: none"> ▪ Describe custody provisions under the Youth Criminal Justice Act 					
<ul style="list-style-type: none"> ▪ Compare the use of custody by different provinces 					
<ul style="list-style-type: none"> ▪ Identify the different correctional programs available to young offenders in custody 					
9. Describe social justice issues that affect Aboriginal offenders and female offenders.					

SPSY 184 – Youth Criminal Justice		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
<ul style="list-style-type: none"> Describe correctional issues related to Aboriginal young offenders 						
<ul style="list-style-type: none"> Identify changing correctional responses for Aboriginal youth 						
<ul style="list-style-type: none"> Explain correctional issues associated with female offenders 						
<ul style="list-style-type: none"> Discuss social factors to be considered when programming for female offenders. 						
<ul style="list-style-type: none"> Recognize changes in correctional responses for female offenders 						

PLAR assessment methods

PLAR assessment for this course may be under development. If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your self-audit results for the checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. Do not prepare for assessment until you have been approved to PLAR this course and received specific directions.

Resources

If you are approved to PLAR this course, ask the Student Advisor to recommend any useful learning materials to review prior to assessment.

SPSY 290 – Abnormal Psychology

You will be introduced to the psychological and social disorders seen in youth at risk. You will learn how these disorders are manifested, screened, assessed, and treated.

Credit unit(s): 3.0

SPSY 290 – Abnormal Psychology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify the scope of abnormal behaviours seen in youth at risk.					
<ul style="list-style-type: none"> ▪ Define abnormal psychology 					
<ul style="list-style-type: none"> ▪ Explain historical and contemporary approaches to abnormal behaviour and mental health 					
<ul style="list-style-type: none"> ▪ Describe research methods that are used in abnormal psychology 					
<ul style="list-style-type: none"> ▪ Identify which perspectives are used to treat mental health issues 					
<ul style="list-style-type: none"> ▪ Identify the rights of patients and the Canadian legal processes that apply to the treatment of mental health in Canada 					
2. Describe common diagnostics and assessment techniques.					
<ul style="list-style-type: none"> ▪ Identify the purposes of the DSM – IV 					
<ul style="list-style-type: none"> ▪ Define the concepts of assessment reliability and validity 					
<ul style="list-style-type: none"> ▪ Outline mental health assessment methods 					
3. Describe the manifestations and treatment of psychological disorders.					
<ul style="list-style-type: none"> ▪ Describe features of stress related conditions and associated treatment approaches 					
<ul style="list-style-type: none"> ▪ Describe the features and treatment approaches for anxiety disorders. 					
<ul style="list-style-type: none"> ▪ Describe the features and treatment approaches for dissociative and somatoform disorders 					
<ul style="list-style-type: none"> ▪ Describe the characteristics of mood disorders and suicide and their treatment approaches 					
<ul style="list-style-type: none"> ▪ Describe characteristics of personality disorders and the associated approaches to treatment 					
<ul style="list-style-type: none"> ▪ Describe the characteristics of eating disorders and sleep disorders and the associated treatment approaches 					
<ul style="list-style-type: none"> ▪ Describe the characteristics of schizophrenia and approaches to its treatment 					
4. Describe the manifestations and treatment of developmental disorders.					
<ul style="list-style-type: none"> ▪ Identify the characteristics and treatment approaches for pervasive developmental disorders, including autism 					
<ul style="list-style-type: none"> ▪ Identify the characteristics and treatment approaches for intellectual developmental disorder 					

SPSY 290 – Abnormal Psychology					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
<ul style="list-style-type: none"> Identify the characteristics and treatment approaches for learning disorders 					
<ul style="list-style-type: none"> Identify the characteristics and treatment approaches for attention-deficit and disruptive behaviour disorders 					
<ul style="list-style-type: none"> Identify the characteristics and treatment approaches for Fetal Alcohol Spectrum Disorder 					
5. Describe the manifestations and treatment of social disorders.					
<ul style="list-style-type: none"> Outline the trends and social impacts of gang membership 					
<ul style="list-style-type: none"> Describe the scope of school violence and related intervention approaches 					
<ul style="list-style-type: none"> Identify the dynamics associated with youth homelessness, and discuss related intervention approaches 					
<ul style="list-style-type: none"> Describe the scope and experience of school drop-out and current approaches to intervention 					

PLAR assessment methods

If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your results for the self-audit checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. You may be asked to demonstrate your learning in one or more of the following ways. Do not prepare evidence for submission until after you have been approved for PLAR and received specific directions.

1. Evidence File

- ALL candidates must have the Employer Validation Checklist completed and submitted. Refer to [Appendix B](#) for Employer Validation Checklist
- Binder – separated into sections and each section is clearly identified as to what is within the section
- A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template](#) in candidate guide
- A personal resume detailing the relevant work history of the candidate
- Job description – current and/or previous placements of work
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. Assignment

This assignment will involve your research of Fetal Alcohol Spectrum Disorder, followed by an interview of a person in your community whose work brings them into contact with youth or adults who have Fetal Alcohol Spectrum Disorder.

3. Challenge Exam

Candidates must write a comprehensive challenge exam.

Time: 2 hours in total

Format: **Part A:** Multiple choice & true/false – 60 marks

Part B: Matching – 20 marks

Part C: Fill in the Blanks – 5 marks

Part D: Essay – 15 marks

Resources

If approved to PLAR this course group, ask the PLAR Student Advisor to recommend resources that may be useful to prepare for assessment. Recommended items may include the following:

Capuzzi, D & Gross, D. (2008). *Youth at Risk. A Prevention Guide for Counselors, Teachers and Parents.* (5th ed.). Pearson Education.

Nevid, J S., Greene, B, Johnson, P. A., Taylor, S & McNab, M. (2013). *Essentials of Abnormal Psychology in a Changing World.* (3rd Canadian ed.). Toronto ON. Pearson Education.

YCW 281 – Youth Care Practices 2

You will focus on the role of community development as a tool to improve service for youth. You will learn how to advocate for change and manage barriers that impede effective service delivery.

Credit unit(s): 3.0

YCW 281 – Youth Care Practices 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Define community and discuss community development.					
▪ Define and discuss the importance of community					
▪ Define terms used in community development					
▪ Discuss the elements of community development					
▪ Identify factors that prevent a child’s sense of belonging					
▪ Identify risk factors facing children and youth in our communities					
2. Discuss the role of the youth care worker in promoting community development.					
▪ Describe the Circle of Courage and the importance of educating the children					
▪ Identify the four essential elements of the reclaiming environment					
▪ Describe the four factors or requirements necessary for community development to take place					
3. Describe advocacy strategies and building relationships with the community.					
▪ Discuss perspectives on relationship building					
▪ Explain the process of building support for community development					
▪ Explain the steps in developing a community plan					
▪ Describe the implementation process					
▪ Discuss how to maintain momentum					
4. Describe the process of community development.					
▪ View community development as a process					
▪ Describe the attitude, knowledge and skills required in community development					
▪ Describe strategies to influence funding agencies					
▪ List strategies used to promote community development in the Rural Youth in Action projects					
5. Identify barriers to change.					

YCW 281 – Youth Care Practices 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> List and describe common barrier or challenges to the community development process 					
<ul style="list-style-type: none"> Identify challenges encountered by participants of the Rural Youth in Action project 					
<ul style="list-style-type: none"> Identify challenges encountered in the Meeting the Needs of Youth at Risk in Canada project 					
6. Identify skills and strategies for managing barriers to change.					
<ul style="list-style-type: none"> Recognize and describe the required skills and knowledge for working in the community 					
<ul style="list-style-type: none"> Identify solutions to existing challenges when building community capacity 					
<ul style="list-style-type: none"> Identify tips and suggestions from the participants in the Rural Youth in Action project 					
<ul style="list-style-type: none"> Describe the steps needed to enhance group capacity in the community development process 					

PLAR assessment methods

If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your results for the self-audit checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. You may be asked to demonstrate your learning in one or more of the following ways. Do not prepare evidence for submission until after you have been approved for PLAR and received specific directions.

1. Evidence File

- ALL candidates must have the [Employer Validation Checklist](#) completed and submitted. Refer to [Appendix B](#) for Employer Validation Checklist.
- Binder – separated into sections and each section is clearly identified as to what is within the section
- A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template](#) in candidate guide
- A personal resume detailing the relevant work history of the candidate
- Job description – current and/or previous placements of work
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. Assignments

- Journal Article Critique**

Submit a critique of a scholarly article that discusses some aspect of community development and/or the response to the needs of children, youth, or families. Some

journal suggestions for this assignment are *Child Welfare, Journal of Youth and Adolescence*, and *Relational Child and Youth Care Practice*. These journals can be found online or by calling your local Saskatchewan Polytechnic Library.

- **Community Development Projects**

Identify three community development projects that were designed to address the needs of children, youth, or families at a local, national, and international level. The assignment will consist of three short research papers.

Resources

If approved to PLAR this course group, ask the PLAR Student Advisor to recommend resources that may be useful to prepare for assessment. Recommended items may include the following:

Brown, J D., & Hannis, D. (2012). *Community Development in Canada*. (2nd ed.) Pearson Education Canada.

Brendtro, L., Brokenleg, M., & Van Bockern, S. (2002). *Reclaiming Youth at Risk – Our Hope for the Future* – Revised Edition. Indiana: National Education Service

Frank, F. & Smith, A. (2003). *The Community Development Handbook*. Ottawa: Human Resources Development Canada. This handbook is available on the Government of Canada Publications Web site: <http://publications.gc.ca/collections/Collection/MP33-13-1999E.pdf>

Government of Canada, *Rural youth in Action – Lessons in community leadership*. (2003). <http://dsp-psd.pwgsc.gc.ca/Collection/A114-5-2004E.pdf>

Health Canada. (1997). *Meeting the Needs of Youth at Risk: Learnings from a National Community Development Project*. http://hc-sc.gc.ca/hc-ps/pubs/adp-apd/1997_meeting_needs_besoins/index-eng.php

Health Canada. (1998). *Meeting the Needs of Youth at Risk in Canada: A Summary of the Learnings*. http://hc-sc.gc.ca/hc-ps/pubs/adp-apd/1997_meeting_needs_besoins/index-eng.php Click on the link: (PDF version – 780K)

Saskatchewan Institute of Applied Science and Technology. (2012). YCW 281 Youth Care Practices II (Course Manual). Saskatoon SK: Kelsey Campus

YCW 283 – Sexual Victimization

You will focus on the scope and characteristics of sexual violence in Canada. You will learn to identify indicators of sexual abuse, the impact on the victim and family and the recovery process. You will study the importance of self-awareness and self-care.

Credit unit(s): 3.0

YCW 283 – Sexual Victimization Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss the scope and characteristics of sexual violence and exploitation in the contexts of aboriginal culture and Canadian society.					
▪ Develop a personal care plan					
▪ Explore the historical perspective on child abuse					
▪ Describe the terms child abuse and exploitation					
▪ Recognize the extent of sexual exploitation/abuse of First Nations children in Canada					
▪ Describe the scope and characteristics of sexual offenses in Canada					
2. Describe the effects of sexual assault and sexual abuse on children, youth and families.					
▪ Describe and discuss family dynamics regarding incest					
▪ Discuss the dynamics and characteristics of sexual abuse and exploitation outside of the family					
▪ Recognize the role of family violence in sexually offending against children and youth					
▪ Identify the relationship between domestic violence and child sexual abuse					
3. Describe the effects of the sex trade on victims and on Canadian society.					
▪ Discuss the impact of children being exploited through prostitution and human trafficking					
▪ Compare sexual victimization between males and females					
▪ Identify Aboriginal community supports that may prevent sexual victimization of children					
▪ Describe the national plan to combat human trafficking					
4. Identify indicators of sexual abuse in children, youth and adults.					
▪ Recognize general indicators of child sexual abuse					
▪ Identify indicators associated with adolescent sexual abuse					
▪ Explain societal myths for adults who have been abused					

YCW 283 – Sexual Victimization Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Discuss the effects growing up in a sexually abusing family 					
5. Identify legal and ethical requirements for youth care workers to report, respond and prevent child sexual abuse.					
<ul style="list-style-type: none"> ▪ Describe the duty of youth care workers to report suspected child abuse or neglect 					
<ul style="list-style-type: none"> ▪ Describe the process and steps involved in a child abuse investigation 					
<ul style="list-style-type: none"> ▪ Identify professionals involved in the intervention process 					
<ul style="list-style-type: none"> ▪ Identify two possible investigative outcomes 					
6. Describe the role of the youth care worker in intervention, treatment and recovery programming with victims of sexual violence and exploitation.					
<ul style="list-style-type: none"> ▪ Describe the difficulties associated with the treatment of sexual abuse victims 					
<ul style="list-style-type: none"> ▪ Discuss the treatment issues arising for the sexually abused child 					
<ul style="list-style-type: none"> ▪ Discuss support and treatment services available to victims of sexual abuse 					
<ul style="list-style-type: none"> ▪ Define and discuss the term adult survivor of child sexual abuse 					
<ul style="list-style-type: none"> ▪ Identify the elements of recovery for sexual assault survivors 					

PLAR assessment methods

If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your results for the self-audit checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. You may be asked to demonstrate your learning in one or more of the following ways. Do not prepare evidence for submission until after you have been approved for PLAR and received specific directions.

Note: ALL candidates must have the [Employer Validation Checklist](#) completed and submitted.

1. Evidence File

- a. ALL candidates must have the Employer Validation Checklist completed and submitted. Refer to [Appendix B](#) for Employer Validation Checklist
- b. Binder – separated into sections and each section is clearly identified as to what is within the section
- c. A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template](#) in candidate guide
- d. A personal resume detailing the relevant work history of the candidate
- e. Job description – current and/or previous placements of work

- f. If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. Assignment

Journal Article Critique

Submit a critique of a scholarly article that discusses some aspect of programming, services, treatment options, and/or agency procedure or government policy related to the sexual exploitation and/or abuse of either youth or adolescent clients.

Resources

If approved to PLAR this course group, ask the PLAR Student Advisor to recommend resources that may be useful to prepare for assessment.

YCW 285 – Conflict Resolution

You will be introduced to conflict theory and to approaches of resolving interpersonal conflict. You will examine the model of Interest Based Conflict Resolution. You will act as a mediator by applying the stages of the model. You will examine the process of mediation, family conferencing and community-based restorative justice in the criminal justice system.

Credit unit(s): 3.0

YCW 285 – Conflict Resolution Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe conflict theory and approaches to resolving conflict.					
▪ Discuss different types of conflict and ways to resolve differences					
▪ Describe adversarial and collaborative conflict resolution styles					
2. Describe Aboriginal Canadian cultural approaches to conflict resolution.					
▪ Identify different systems of conflict resolution within First Nations communities					
▪ Explain the alternative dispute resolution process for First Nations and local governments					
▪ Discuss the value of incorporating Aboriginal traditions into dispute resolution					
3. Describe the elements and types of conflict resolution.					
▪ Identify and practice positional and interest-based conflict resolution styles					
4. Describe the Interest Based Conflict Resolution Model.					
▪ Identify and compare the different stages of the interest based conflict resolution model					
5. Demonstrate the mediation of a conflict that occurs in youth care practice.					
▪ Mediate a conflict and apply the different stages of the conflict resolution model					
6. Describe the use of mediation in the criminal justice system.					
▪ Discuss alternative measures for youth					
▪ Describe the victim-offender mediation process					
7. Describe restorative justice and family conferencing.					
▪ Discuss the concept of restorative justice					
▪ Describe family group conferencing as a means of dispute resolution					

PLAR assessment methods

If you meet the [eligibility criteria](#) to PLAR YCW diploma courses and your results for the self-audit checklist above are positive, please contact the YCW Student Advisor at 306-659-4921. You may be asked to demonstrate your learning in one or more of the following ways. Do not prepare evidence for submission until after you have been approved for PLAR and received specific directions.

1. Evidence file

- a. ALL candidates must have the Employer Validation Checklist completed and submitted. Refer to [Appendix B](#) for Employer Validation Checklist
- b. Binder – separated into sections and each section is clearly identified as to what is within the section
- c. A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template](#) in candidate guide
- d. A personal resume detailing the relevant work history of the candidate
- e. Job description – current and/or previous placements of work
- f. If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. Mediation Role Play Assignment

A role play scenario is provided that describes a positional adversarial approach to a dispute between a youth and his stepfather. Mediate this conflict (with two other persons acting the roles of the youth and his stepfather), and submit a videotape of the mediation. You will use an interest-based collaborative approach to resolving the conflict.

Resources

If approved to PLAR this course group, ask the PLAR Student Advisor to recommend resources that may be useful to prepare for assessment.

Youth Care Worker Diploma

Appendices

**Evidence file
Youth Care Worker Diploma Program**

Name: _____

Address: _____

City: _____

Phone: _____

Fax: _____

Email: _____

Purpose of this evidence file: **For submission to the Saskatchewan Polytechnic Youth Care Worker Diploma Program**

Signature: _____

Date: _____

Appendix B – Employer Validations

Employer validation checklist – COUN 180

Youth Care Worker Diploma Program Name: _____

COUN 180 Employer Validation Form Student ID: _____

Suicide Intervention Date: _____

Completion date: _____

Employee/PLAR candidates for the challenge of COUN 180 must have this form completed by their direct supervisor/employer. The supervisor/employer is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

Directions: On the following page(s) there is a list of skill and knowledge factors that the employee is required to achieve in completing COUN 180. Please validate the employee/candidate’s performance by placing a ✓ in the appropriate column. Add any clarifications/observations in the “Optional Comments” section. Sign and date below.

COUN 180 – Suicide Intervention	Mastery	Competent	Functional	Learning	None
Mastery: Able to demonstrate it well enough to teach it to someone else. Competent: Work independently to apply the outcome. Functional: Some assistance in using the outcome. Learning: Developing skills and knowledge for this area. None: No experience with the outcome.					
1. Describe common perspectives and societal attitudes on suicide.					
▪ Identify personal attitude and knowledge about suicide					
▪ Explain current research findings on youth suicide					
▪ Describe society’s attitudes to suicide					
2. Identify risk factors.					
▪ Describe the people and populations more highly linked to suicidal behaviour					
▪ Describe factors of potential suicidal behaviour					
3. Identify indicators of suicide risk.					
▪ Explain the process to estimate the level of risk of suicide					
▪ Identify risk alerts and accompanying safety factors					
4. Explain suicide intervention strategies.					
▪ Outline the intervention strategy for suicidal behaviour					
▪ Demonstrate the suicide intervention strategy					

5. Identify community support groups.					
▪ Explain ways to mobilize community support for suicide prevention					
▪ Discuss the significance of school involvement in creating a suicide safer community					
▪ Discuss how youth care workers create suicide-safer communities					
▪ Discuss the role of the media in suicide-safer communities					
6. Outline the components of community suicide prevention.					
▪ Discuss suicide prevention in Aboriginal and Inuit communities					
▪ Describe post-vention strategies that help establish suicide prevention norms					

Note: The employer/supervisor may be contacted by the Saskatchewan Polytechnic assessor to confirm/clarify information provided.

Comments:

Employee information *(please print)*

Dates of employment: _____ to _____
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time Hours per week: _____
Part-time Hours per week: _____

Position(s) held _____

Candidate information *(please print)*

Name _____ Student number _____

I affirm that I am the person who has performed those items checked on this checklist. I acknowledge that the performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Youth Care Worker Diploma Program requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature _____ Date _____

Employer/Supervisor's information *(please print)*

Name _____ Phone _____

Organization/employer _____

Address _____

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature _____ Date _____

Employer validation checklist – HUMR 281

Youth Care Worker Diploma Program

Name: _____

HUMR 281 Employer Validation Form

Student ID: _____

Group Facilitation

Date: _____

Completion date: _____

Employee/PLAR candidates for the challenge of HUMR 281 must have this form completed by their direct supervisor/employer. The supervisor/employer is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

Directions: On the following page(s) there is a list of skill and knowledge factors that the employee is required to achieve in completing HUMR 281. Please validate the employee/candidate's performance by placing a ✓ in the appropriate column. Add any clarifications/observations in the "Optional Comments" section. Sign and date below.

HUMR 281 – Group Facilitation Mastery: Able to demonstrate it well enough to teach it to someone else. Competent: Work independently to apply the outcome. Functional: Some assistance in using the outcome. Learning: Developing skills and knowledge for this area. None: No experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Recognizes the role of the Youth Care Worker in addressing issues facing youth at risk.					
2. Identifies risk factors facing children and youth in our communities.					
3. Discusses group dynamics in the context of youth care practice.					
4. Identifies guiding principles of group work in youth care.					
5. Describes the developmental stages of a group.					
6. Identifies the different roles of group members in group work.					
7. Is familiar with the elements of group diversity and balance when working in a group process.					
8. Explains leadership and power in a group process.					
9. Demonstrates ability to describe the importance of verbal and non-verbal communication in the group process with youth.					
10. Recognizes conflict and problem-solving in a group process context.					
11. Is familiar with the role of group facilitator in group process.					
12. Demonstrates presentation skills.					

Note: The employer/supervisor may be contacted by the Saskatchewan Polytechnic assessor to confirm/clarify information provided.

Comments:

Employee information *(please print)*

Dates of employment: _____ to _____
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time Hours per week: _____
Part-time Hours per week: _____

Position(s) held _____

Candidate information *(please print)*

Name _____ Student number _____

I affirm that I am the person who has performed those items checked on this checklist. I acknowledge that the performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Youth Care Worker Diploma Program requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature _____ Date _____

Employer/Supervisor's information *(please print)*

Name _____ Phone _____

Organization/employer _____

Address _____

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature _____ Date _____

Employer validation checklist – SPSY 290

Youth Care Worker Diploma Program

Name: _____

SPSY 290 Employment Validation Checklist

Student ID: _____

Abnormal Psychology

Date: _____

Completion date: _____

Employee/PLAR candidates for the challenge of SPSY 290 must have this form completed by their direct supervisor/employer. The supervisor/employer is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

Directions: On the following page(s) there is a list of skill and knowledge factors that the employee is required to achieve in completing SPSY 290. Please validate the employee/candidate's performance by placing a ✓ in the appropriate column. Add any clarifications/observations in the "Optional Comments" section. Sign and date below.

SPSY 290 – Abnormal Psychology Mastery: Able to demonstrate it well enough to teach it to someone else. Competent: Work independently to apply the outcome. Functional: Some assistance in using the outcome. Learning: Developing skills and knowledge for this area. None: No experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Recognizes the role of the Youth Care Worker in addressing mental health issues facing youth at risk.					
2. Is familiar with historical and contemporary approaches to abnormal behavior.					
3. Identifies the rights of patients and the legal processes that apply to the treatment of mental health in Canada.					
4. Demonstrates ability to outline mental health assessment methods.					
5. Is familiar with the features and treatment approaches for psychological disorders.					
6. Is familiar with the characteristics and treatment approaches for developmental disorders.					
7. Recognizes trends and social impact of gang membership.					
8. Demonstrates ability to discuss school violence and approaches for intervention.					
9. Interacts with youth with person-centered support for youth homelessness.					
10. Interacts with youth with person-centered approach to school drop-out issues.					

Note: The employer/supervisor may be contacted by the Saskatchewan Polytechnic assessor to confirm/clarify information provided.

Comments:

Employee information *(please print)*

Dates of employment: _____ to _____
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time Hours per week: _____
Part-time Hours per week: _____

Position(s) held _____

Candidate information *(please print)*

Name _____ Student number _____

I affirm that I am the person who has performed those items checked on this checklist. I acknowledge that the performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Youth Care Worker Diploma Program requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature _____ Date _____

Employer/Supervisor's information *(please print)*

Name _____ Phone _____

Organization/employer _____

Address _____

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature _____ Date _____

Employment Validation – PSYC 188 & PSYC 189

Prior Learning Assessment and Recognition

Instructions: The employment validation letter provides a statement of verification of employment in an exceptionality focused setting. The employment validation letter must be printed on letterhead of your current employer and signed by the human resources department indicating the length of employment and working environment(s). A letter template has been provided for your use. Please copy the content below and fill-in the fields as directed. The completed letter should be included with your PLAR evidence and submitted to the PLAR assessor for the Youth Care Worker Diploma program.

Letter template (On employer's business letterhead)

Date _____

To Whom It May Concern:

I have reviewed the employment records of _____ and
Name of employee/candidate

can verify that the above candidate has been employed by _____
Name of employer

for _____
Length of employment

Please contact me at _____ or _____
Phone email

with any questions or for additional information.

Sincerely,

Name

Job title

Signature

Employer validation checklist – Practicum Block

Youth Care Worker Diploma Program

Name: _____

Practicum BLOCK

Student ID: _____

PRAC 398 Practicum 1 & SEM 105 Integration Seminar

PRAC 399 Practicum 2 & SEM 200 Integration Seminar

Date: _____

Completion date: _____

Employee/PLAR candidates for the challenge of Practicum Block must have this form completed by their direct supervisor/employer. The supervisor/employer is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

Directions: On the following page(s) there is a list of skill and knowledge factors that the employee is required to achieve in completing Practicum Block. Please validate the employee/candidate's performance by placing a ✓ in the appropriate column. Add any clarifications/observations in the "Optional Comments" section. Sign and date below.

PRAC 398, SEM 105, PRAC 399 & SEM 200		Mastery	Competent	Functional	Learning	None
Mastery:	Able to demonstrate it well enough to teach it to someone else.					
Competent:	Work independently to apply the outcome.					
Functional:	Some assistance in using the outcome.					
Learning:	Developing skills and knowledge for this area.					
None:	No experience with the outcome.					
Practicum I						
1. Develops a professional working relationship with the agency and its clients.						
▪ Demonstrates understanding of the agency and its clients						
▪ Demonstrates confidentiality and professionalism in the workplace						
▪ Develops an effective working relationship with colleagues						
▪ Contributes towards agency mission						
2. Works as a team member providing service to clients and their support persons.						
▪ Establishes appropriate boundaries with clients and their support persons						
▪ Demonstrates effective communication with colleagues and clients						
▪ Contributes to the team with his/her own unique set of skills						
3. Screens and writes reports related to client screening, behavioural interventions, and crisis intervention.						
▪ Recognizes agencies client screening and incident reporting protocols						
▪ Demonstrates ability to write and review agency reports						

PRAC 398, SEM 105, PRAC 399 & SEM 200 Mastery: Able to demonstrate it well enough to teach it to someone else. Competent: Work independently to apply the outcome. Functional: Some assistance in using the outcome. Learning: Developing skills and knowledge for this area. None: No experience with the outcome.	Mastery	Competent	Functional	Learning	None
4. Demonstrates safety, universal precautions and mandatory reporting protocols.					
<ul style="list-style-type: none"> ▪ Demonstrates the use of universal precautions to prevent the transmission of diseases 					
<ul style="list-style-type: none"> ▪ Creates a safe work environment 					
<ul style="list-style-type: none"> ▪ Consults with department of health/physician if there is suspected exposure 					
5. Updates, revises, and documents an established group program or therapeutic activity and crisis intervention.					
<ul style="list-style-type: none"> ▪ Identifies a group program or therapeutic activity that needs revision 					
<ul style="list-style-type: none"> ▪ Analyzes and discusses the changes needed to the program or activity 					
<ul style="list-style-type: none"> ▪ Completes necessary revisions and submits the new document to their site supervisor 					
6. Develops, implements and leads a group client program.					
<ul style="list-style-type: none"> ▪ Consults with co-workers to gain an understanding of the agency's group client programming 					
<ul style="list-style-type: none"> ▪ Plans a group client program 					
<ul style="list-style-type: none"> ▪ Facilitates a group client program 					
Practicum 2					
1. Implements the appropriate components of case plans or client support projects.					
<ul style="list-style-type: none"> ▪ Is familiar with client case plans and support projects 					
<ul style="list-style-type: none"> ▪ Consults with co-workers to identify components of case plans and support projects where assistance is possible 					
<ul style="list-style-type: none"> ▪ Implements components of the case plan or support project 					
2. Evaluates the effectiveness of therapeutic interventions or projects.					
<ul style="list-style-type: none"> ▪ Discusses therapeutic interventions/projects with colleagues 					
<ul style="list-style-type: none"> ▪ Evaluates a therapeutic intervention/project 					
3. Facilitates, evaluates, and writes a report on an established program or project of the agency.					
<ul style="list-style-type: none"> ▪ Meets with co-workers/supervisor to select a program to facilitate 					
<ul style="list-style-type: none"> ▪ Facilitates a program or project 					
<ul style="list-style-type: none"> ▪ Evaluates the program or project & provides the site supervisor with a report 					

PRAC 398, SEM 105, PRAC 399 & SEM 200 Mastery: Able to demonstrate it well enough to teach it to someone else. Competent: Work independently to apply the outcome. Functional: Some assistance in using the outcome. Learning: Developing skills and knowledge for this area. None: No experience with the outcome.	Mastery	Competent	Functional	Learning	None
4. Develops, facilitates, evaluates, and provides a written report on a client or staff educational project related to the agency's mission.					
<ul style="list-style-type: none"> ▪ Develops a client or staff educational project 					
<ul style="list-style-type: none"> ▪ Facilitates the educational project 					
<ul style="list-style-type: none"> ▪ Evaluates the educational project and provides the site supervisor with a written report 					
5. Develops and provides a written project proposal and project budget for a new initiative at the agency.					
<ul style="list-style-type: none"> ▪ Identifies a new initiative for the agency 					
<ul style="list-style-type: none"> ▪ Meets with co-workers and supervisor to discuss initiative and project budget 					
<ul style="list-style-type: none"> ▪ Submits project proposal and budget to site supervisor 					

Note: The employer/supervisor may be contacted by the Saskatchewan Polytechnic assessor to confirm/clarify information provided.

Comments:

Employee information *(please print)*

Dates of employment: _____ to _____
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time Hours per week: _____
Part-time Hours per week: _____

Position(s) held _____

Candidate information *(please print)*

Name _____ Student number _____

I affirm that I am the person who has performed those items checked on this checklist. I acknowledge that the performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Youth Care Worker Diploma Program requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature _____ Date _____

Employer/Supervisor's information *(please print)*

Name _____ Phone _____

Organization/employer _____

Address _____

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature _____ Date _____

Employer Validation Checklist – YCW 281

Youth Care Worker Diploma Program

Name: _____

YCW 281

Student ID: _____

Youth Care Practices 1

Date: _____

Completion date: _____

Employee/PLAR candidates for the challenge of YCW 281 must have this form completed by their direct supervisor/employer. The supervisor/employer is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

Directions: On the following page(s) there is a list of skill and knowledge factors that the employee is required to achieve in completing YCW 281. Please validate the employee/candidate's performance by placing a ✓ in the appropriate column. Add any clarifications/observations in the "Optional Comments" section. Sign and date below.

YCW 281 – Youth Care Practices 2 Mastery: Able to demonstrate it well enough to teach it to someone else. Competent: Work independently to apply the outcome. Functional: Some assistance in using the outcome. Learning: Developing skills and knowledge for this area. None: No experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Define community and discuss community development.					
▪ Define and discuss the importance of community					
▪ Define terms used in community development					
▪ Discuss the elements of community development					
▪ Identify factors that prevent a child's sense of belonging					
▪ Identify risk factors facing children and youth in our communities					
2. Discuss the role of the youth care worker in promoting community development.					
▪ Describe the Circle of Courage and the importance of educating the children					
▪ Identify the four essential elements of the reclaiming environment					
▪ Describe the four factors or requirements necessary for community development to take place					
3. Describe advocacy strategies and building relationships with the community.					
▪ Discuss perspectives on relationship building					
▪ Explain the process of building support for community development					

▪ Explain the steps in developing a community plan					
▪ Describe the implementation process					
▪ Discuss how to maintain momentum					
4. Describe the process of community development.					
▪ View community development as a process					
▪ Describe the attitude, knowledge and skills required in community development					
▪ Describe strategies to influence funding agencies					
▪ List strategies used to promote community development in the Rural Youth in Action projects					
5. Identify barriers to change.					
▪ List and describe common barrier or challenges to the community development process					
▪ Identify challenges encountered by participants of the Rural Youth in Action project					
▪ Identify challenges encountered in the Meeting the Needs of Youth at Risk in Canada project					
6. Identify skills and strategies for managing barriers to change.					
▪ Recognize and describe the required skills and knowledge for working in the community					
▪ Identify solutions to existing challenges when building community capacity					
▪ Identify tips and suggestions from the participants in the Rural Youth in Action project					
▪ Describe the steps needed to enhance group capacity in the community development process					
▪ Describe how you, as a youth care practitioner, would use the problem solving process when working with a youth					

Note: The employer/supervisor may be contacted by the Saskatchewan Polytechnic assessor to confirm/clarify information provided.

Comments:

Employee information *(please print)*

Dates of employment: _____ to _____
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time Hours per week: _____
Part-time Hours per week: _____

Position(s) held _____

Candidate information *(please print)*

Name: _____ Student number: _____

I affirm that I am the person who has performed those items checked on this checklist. I acknowledge that the performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Youth Care Worker Certificate Program requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature: _____ Date: _____

Employer/Supervisor's information *(please print)*

Name: _____ Phone: _____

Organization/employer: _____

Address: _____

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature: _____ Date: _____

Employer validation checklist – YCW 283

Youth Care Worker Diploma Program

Name: _____

YCW 283

Student ID: _____

Sexual Victimization

Date: _____

Completion date: _____

Employee/PLAR candidates for the challenge of YCW 283 must have this form completed by their direct supervisor/employer. The supervisor/employer is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

Directions: On the following page(s) there is a list of skill and knowledge factors that the employee is required to achieve in completing YCW 283. Please validate the employee/candidate's performance by placing a ✓ in the appropriate column. Add any clarifications/observations in the "Optional Comments" section. Sign and date below.

YCW 283 – Sexual victimization Mastery: Able to demonstrate it well enough to teach it to someone else. Competent: Work independently to apply the outcome. Functional: Some assistance in using the outcome. Learning: Developing skills and knowledge for this area. None: No experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Recognizes the role of the Youth Care Worker in addressing issues facing youth at risk.					
2. Identifies the risk factors facing children and youth in our communities.					
3. Is familiar with the scope and characteristics of sexual violence in Canada.					
4. Recognizes the extent of child sexual abuse/exploitation of First Nations children in Canada.					
5. Demonstrates an ability to discuss the family dynamics surrounding incest.					
6. Identifies the relationship between family violence and sexual offending against children and youth.					
7. Demonstrates ability to describe the effects of the sex trade on victims and on society.					
8. Identifies the indicators associated with child and adolescent sexual violence.					
9. Recognizes the law, policies, and procedures for reporting and investigating child abuse.					
10. Demonstrates ability to describe the role of the Youth Care Worker in intervention, treatment, and recovery programming for sexual violence.					

YCW 283 – Sexual victimization Mastery: Able to demonstrate it well enough to teach it to someone else. Competent: Work independently to apply the outcome. Functional: Some assistance in using the outcome. Learning: Developing skills and knowledge for this area. None: No experience with the outcome.	Mastery	Competent	Functional	Learning	None
11. Interacts with youth with a person-centered approach in addressing issues related to sexual violation.					

Note: The employer/supervisor may be contacted by the Saskatchewan Polytechnic assessor to confirm/clarify information provided.

Comments:

Employee information *(please print)*

Dates of employment: _____ to _____
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time Hours per week: _____
Part-time Hours per week: _____

Position(s) held _____

Candidate information *(please print)*

Name _____ Student number _____

I affirm that I am the person who has performed those items checked on this checklist. I acknowledge that the performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Youth Care Worker Diploma Program requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature _____ Date _____

Employer/Supervisor's information *(please print)*

Name _____ Phone _____

Organization/employer _____

Address _____

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature _____ Date _____

Employer validation checklist – YCW 285

Youth Care Worker Diploma Program

Name: _____

YCW 285

Student ID: _____

Conflict Resolution

Date: _____

Completion date: _____

Employee/PLAR candidates for the challenge of YCW 285 must have this form completed by their direct supervisor/employer. The supervisor/employer is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

Directions: On the following page(s) there is a list of skill and knowledge factors that the employee is required to achieve in completing YCW 285. Please validate the employee/candidate's performance by placing a ✓ in the appropriate column. Add any clarifications/observations in the "Optional Comments" section. Sign and date below.

YCW 285 – Conflict Resolution Mastery: Able to demonstrate it well enough to teach it to someone else. Competent: Work independently to apply the outcome. Functional: Some assistance in using the outcome. Learning: Developing skills and knowledge for this area. None: No experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Recognizes the role of the Youth Care Worker in addressing issues facing youth at risk.					
2. Identifies risk factors facing children and youth in our communities.					
3. Compares different types of conflict and ways to resolve differences.					
4. Is familiar with adversarial and collaborative conflict resolution styles.					
5. Identifies different systems of conflict resolution within First Nations communities.					
6. Defines interest-based collaborative approach to resolving conflict.					
7. Interacts with youth to ensure a collaborative approach to conflict resolution in a youth care setting.					
8. Is familiar with Alternative Measures for youth.					
9. Is familiar with the Victim-Offender Mediation process in a youth care context.					
10. Demonstrates ability to discuss the concept of restorative justice.					
11. Is familiar with Family Group Conferencing for youth at risk.					

Note: The employer/supervisor may be contacted by the Saskatchewan Polytechnic assessor to confirm/clarify information provided.

Comments:

Employee information *(please print)*

Dates of employment: _____ to _____
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time Hours per week: _____
Part-time Hours per week: _____

Position(s) held _____

Candidate information *(please print)*

Name _____ Student number _____

I affirm that I am the person who has performed those items checked on this checklist. I acknowledge that the performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Youth Care Worker Diploma Program requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature _____ Date _____

Employer/Supervisor's information *(please print)*

Name _____ Phone _____

Organization/employer _____

Address _____

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature _____ Date _____