



Youth Care Worker - Certificate

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)

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Prior learning credit options at Saskatchewan Polytechnic

See [Get Credit for What you Know](#) for important information about all options to get credit for prior learning at Sask Polytech, including PLAR, transfer credit, Canadian Armed Forces credit, and equivalency credit.

How to navigate this document

This document contains links to other document sections or webpages. To return to where you were from another section in this document, press the *ALT* key and *left arrow* key at the same time. To return to this webpage from another webpage, close the other webpage or click back on the browser tab for this document.

Contents of this guide

This guide contains the following specific PLAR information and tools for this program

- A. [PLAR fees](#)
- B. [PLAR eligibility and options](#)
- C. [Dates when PLAR assessment is available](#)
- D. [Special directions for this program](#)
- E. [PLAR contact person](#)
- F. [Self-rating course outlines](#)

A. PLAR fees

Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. PLAR fees are non-refundable and non-transferrable.

The PLAR fees policy is subject to change for each new academic year. Please see the **Cost** section on the [PLAR webpage](#) for current fee information.

B. PLAR eligibility and options

To be eligible for PLAR for courses in this program, you must first apply for admission and be accepted into the program. You must also consult with the [PLAR contact person](#) and be approved for PLAR assessment.

Course pre-requisites and co-requisites

Some courses have one or more other courses that must be completed first (pre-requisite) or at the same time (co-requisite). See [course outlines](#) in this guide to identify any pre- or co-requisites for each course. Discuss with your [PLAR contact person](#) how to deal with courses with co-requisites.

Block assessment

Some programs may assess a cluster of courses together in one block, which may save you time and effort. Ask the [PLAR contact person](#) whether there are any block assessment options in this program.

C. Dates when PLAR assessment is available

PLAR assessment for this program is available from Sept 1 to June 15 in each academic year.

All PLAR assessment must be completed by June 15 of each academic year.

D. Special directions for this program

1. **Review** the [PLAR process and FAQs](#) and the information in this guide.
2. **Self-rate** your learning for each course using the [Course Outlines](#) in this guide.
3. **Consult** with the [PLAR contact person](#) for PLAR approval. Be prepared to provide your resume, course self-ratings (see [section F](#)), and a partially completed [PLAR application](#). If you are approved for PLAR, the contact person will sign your PLAR application and explain next steps.
4. **Apply** for admission to the program. See [directions](#) for applying.
5. **Register** for PLAR at Registration Services once you have signed approval on your [PLAR Application Form](#). The PLAR fee will be added to your student account.
6. **Finalize** a detailed Assessment Plan with your assigned assessor.
7. **Complete** assessment before your PLAR registration expires.

E. PLAR contact person

Contact the person below to arrange a consultation **after** you have read this guide and [general PLAR information](#) and rated yourself for each course (see next session). Consultation may be by phone, online, or in person. Be prepared to provide your resume, course self-ratings, and a partially completed [PLAR application](#). If agreement is reached to go ahead with PLAR, the contact person will sign approval on your PLAR application and explain the next steps. Admission to the program is required before you can register for PLAR.

Su Polley, (*Program Head*)
Youth Care Worker Certificate
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F. Self-rating course outlines

Clicking on a course code below opens a page where you can rate yourself on the knowledge and skills assessed for PLAR credit. For Arts & Sciences courses, clicking on the course code opens another PLAR guide. The [PLAR contact person](#) for this program will refer you to another person to discuss PLAR for courses delivered by Arts & Sciences or another program/department.

COURSE CODE	COURSE NAME	Delivered by another department/program
Semester 1		
COMM 291	Interpersonal Communications	
EMPL 180	Employability Skills	Arts & Science
HLTH 183	Health Promotion in Youth Care	
MGMT 193	Behaviour Support in youth Care	
ORTN 385	Orientation	
SAFE 109	Introduction to Crisis Intervention	
SOCI 184	Sociology A	
YCW 187	Youth Care Practices 1	
YCW 282	Family Systems	
Semester 2		
HUMD 188	Human Growth and Development	
PRAC 384	Practicum 1	
REHA 281	Program Planning	

COURSE CODE	COURSE NAME	Delivered by another department/program
SOI 185	Sociology B	
YCW 188	Therapeutic Activities	
YCW 189	Indigenous Awareness	
YCW 284	Addictions	
Semester 3		
PRAC 385	Practicum 2	

COMM 291 – Interpersonal Communications

You will develop employability skills through the study of interpersonal communications theory and applications in the workplace. Learning outcomes include the importance of self-awareness and self-esteem, perception problems, verbal and nonverbal messages, and listening skills, creating positive communication climates and resolving interpersonal conflict.

Credit unit(s): 2.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe interpersonal communication.			
2. Describe how self-concept and perception affect communication.			
3. Discuss verbal and nonverbal messages.			
4. Discuss factors affecting communication climates.			
5. Apply skills to improve communication.			

EMPL 180 – Employability Skills

You will receive instruction and practice in written communication skills needed in the workplace. You will develop effective job search strategies, with emphasis on communicating a professional image through job search materials and interview skills.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Apply workplace writing skills.			
2. Use professional email practices.			
3. Write an incident report.			
4. Use job search skills.			
5. Describe portfolio development.			
6. Apply job interview skills.			

HLTH 183 – Health Promotion in Youth Care

You will discuss a holistic approach to wellness with a focus on personal health. You will receive instruction in the lifestyle practices that promote health and wellness. You will study workplace safety practices and have the opportunity to demonstrate competency in practical skills necessary for worker and client safety.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss holistic health and wellness in youth care			
2. Demonstrate standard precautions in youth care			
3. Demonstrate workplace safety in youth care settings			
4. Discuss the importance of nutrition and health to children and youth at risk			
5. Describe healthy sexual development across the lifespan			
6. Promote healthy self-care for the youth care worker			

MGMT 193 – Behaviour Supports in Youth Care

You will be introduced to the behavioural change process as it applies to the youth care worker’s role with children and youth at risk. You will examine the theories, principles, and strategies designed to increase optimal behaviours and decrease inappropriate behaviours. You will study practical guidelines and techniques for working with children and youth at risk in the context of family and community. You will learn the role of functional behaviour assessment in managing disruptive behaviour.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): none

Use a checkmark (✓) to rate yourself as follows for each learning outcome		Competent	Learning	None
Competent:	I can apply this outcome without direction or supervision.			
Learning:	I am still learning skills and knowledge to apply this outcome.			
None:	I have no knowledge or experience related to this outcome.			
1.	Define the role of the youth care worker in behaviour management with children and youth at risk			
2.	Describe the developmental assets and behaviours that are critical for young people’s successful growth and development			
3.	Discuss screening, assessment, and evaluation of behaviour risk and intervention outcomes with children and youth at risk			
4.	Demonstrate building professional therapeutic relationships with children and youth at risk			
5.	Describe behaviour intervention approaches used with challenging behaviours of children and youth at risk			

ORTN 385 - Orientation

You will visit human service agencies and you will meet the workers from a range of programs and agencies for youth, adults, and families at risk. You will prepare for advanced coursework and confirm your career choice.

Credit unit(s): 4.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Display professional behavior.			
2. Use effective communication skills.			
3. Complete assigned tasks under supervision.			
4. Maintain confidentiality.			
5. Manage time effectively.			
6. Follow established safety procedures.			
7. Describe community youth care services and programs.			
8. Identify roles and responsibilities of youth care workers in the field.			
9. Carry out self-evaluation.			

SAFE 109 – Introduction to Crisis Intervention

You will examine the components of crisis situations and apply conflict de-escalation strategies.

Credit unit(s): 1.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Examine the components of crisis situations.			
2. Apply conflict de-escalation strategies.			

SOCI 184 – Sociology A

The course provides an introduction to the sociological perspective and addresses the study of people as social beings. You will examine culture, socialization processes and social inequality.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe the sociological perspective.			
2. Describe sociological research, methodology and ethics.			
3. Describe culture and socialization from a sociological perspective.			
4. Describe social inequality in Canada.			
5. Discuss gender and sexuality from a sociological perspective.			
6. Describe race and racialization.			
7. Describe families and family violence from a sociological perspective.			

YCW 187 – Youth Care Practices 1

You will be introduced to the assumptions, values, ethics and laws that provide the basis for working with youth and families. You will develop awareness of your professional role and boundaries in maintaining effective helping relationships. You will apply the problem solving process to client situations.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Explain the knowledge, values, and skills required for Youth Care Work			
2. Explain the importance of developing self awareness in Youth Care Work			
3. Examine the purpose and importance of a Code of Ethics for Youth Care Work			
4. Identify community resources			
5. Describe the relationship between problem solving and case management			
6. Discuss the different steps of the assessment process			
7. Describe the intervention steps involved in working with clients			
8. Identify techniques for monitoring, evaluating, and terminating the helping process			
9. Apply the problem-solving process			

YCW 282 – Family Systems

You will examine the structure and patterns of family life in the context of Canadian cultural and societal diversity. You will identify and discuss issues that impact family functioning. You will use strength-based assessments, interventions, and strategies that promote resilience and healthy family life while in the role of a youth care worker.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe family structure, function, strengths, and development within Canada’s culturally diverse society.			
2. Recognize communication styles, dynamics, roles, scripts, and attachment issues that impact Canadian families.			
3. Assess issues related to couple relationships.			
4. Explain the impact of disabilities, violence, and addiction on the family.			
5. Demonstrate strategies for strength-based assessment and intervention planning with families.			
6. Implement youth and family care occupational strategies that support families with complex needs.			

HUMD 188 – Human Growth and Development

You will learn the physical, sensory, perceptual, cognitive, social, and personality stages of human growth and development from conception to death.

Credit unit(s): 4.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe growth and development from conception to the birth process			
2. Describe growth and development in infancy and early childhood			
3. Describe growth and development in middle childhood and adolescence			
4. Describe growth and development in early and middle adulthood			
5. Describe growth and development in late adulthood and the end of life			
6. Describe death, dying and bereavement			

PRAC 384 – Practicum 1

You will apply knowledge and skills learned in your coursework at a program or agency that provides child, youth, and family services to persons at risk. Under the supervision of the agency, you will develop skills needed to work as a child and youth worker in a residential setting.

Credit unit(s): 9.0
Pre and Co Requisites: EMPL 180, CYC 100, CYC 101, CYC 103
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Identify professional conduct expected in youth service agencies.			
2. Develop a portfolio that supports student success and readiness for professional practice.			
3. Identify function and operation of the child and youth care agency and its relationship to the community it serves.			
4. Identify roles of child and youth care staff within a residential setting.			
5. Review procedures to record documentation.			
6. Identify prevalent at-risk factors in children and youth.			
7. Review intervention programs/activities.			
8. Describe child and youth care practices that prompt respect for diversity in the context of Indigenous culture.			
9. Demonstrate professional practice in child and youth care.			
10. Demonstrate effective professional relationships.			
11. Practice a healthy work life balance.			
12. Prepare a self-care plan			

REHA 281 – Program Planning

Building on YCW 187, Youth Care Practices 1, you will apply the problem solving process to planning supportive interventions to client groups. You will examine needs assessment and decision making as applied to group services in youth and family services. You will develop program goals and objectives, identify learning activities, write activity plans, and develop program resources. You will develop a 15 hour program for at risk youth and you will create a program manual to support delivery of the program.

Credit unit(s): 2.0
Pre and Co Requisites: YCW 187
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe the problem solving and decision making processes			
2. Generate program ideas and topics			
3. Assess group need			
4. Draft program goals and objectives			
5. Develop a lesson plan			
6. Identify program resources			
7. Compile program manual			

SOCI 185 – Sociology B

Building on what you learned in SOCI 184, you will examine the importance of a sociological understanding in human service professions. You will study social institutions, social deviance, and issues facing mainstream and marginalized people in Canada.

Credit unit(s): 3.0
Pre and Co Requisites: SOCI 184
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe education from a sociological perspective.			
2. Describe religion from a sociological perspective.			
3. Discuss crime, law, and regulation in Canada.			
4. Explain the role of mass media in Canada.			
5. Describe Canadian health policy, aging, and disabilities from a sociological perspective.			
6. Describe work and the political economy in Canada.			
7. Explain globalization and environmental sociology.			

YCW 188 – Therapeutic Activities

You will examine the role of the youth care worker in planning and implementing culturally and developmentally appropriate activities for youth and families at risk. In the role of the Youth Care Worker, you will develop, implement, and evaluate individual and group activities, aboriginal cultural activities, and activities that involve the use of social media.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Explain the benefits of therapeutic recreational activity for youth-at-risk.			
2. Discuss assessment processes when planning therapeutic recreational programs.			
3. Identify strategies for planning recreational activities.			
4. Identify appropriate recreational activities for youth-at-risk.			
5. Plan recreational activities for youth-at-risk.			
6. Implement and evaluate recreational activities for youth-at-risk.			
7. Evaluate recreational activities for youth-at-risk.			

YCW 189 – Indigenous Awareness

You will receive an introduction to First Nations and Métis Nations of Canada. You will examine historical and current issues that affect Indigenous peoples. You will explore racism and will develop an understanding of how self-awareness impacts helping relationships.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Provide an historical overview of First Nations and Métis Nations people in Canada.			
2. Describe the demographic profile of Canadian Indigenous peoples.			
3. Discuss the marginalization of Indigenous people, and the impact of residential schools.			
4. Discuss self-determination, self-government, and economic involvement of Indigenous peoples in Canada.			
5. Describe traditional Indigenous cultural practices in the context of youth care practice.			
6. Recognize personal belief systems in the context of youth care practice.			
7. Determine the impact of personal beliefs on client relationships in the field of youth care practice.			
8. Define and discuss racism in the context of youth care practice.			
9. Describe youth care practices that prompt respect for diversity in the context of Indigenous culture.			

YCW 284 - Addictions

You will examine historical trends and perspectives of addictive behaviours and interventions, with a focus on substance, gambling, and sexual addictions. You will identify drug classifications and the impact of addiction on family functioning. You will learn about prevention, intervention, and treatment options.

Credit unit(s): 3.0
Pre and Co Requisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe current North American trends and perspectives regarding substance usage/abuse			
2. Explain theories of drug/alcohol dependence and addiction			
3. Describe the different drug classifications			
4. Discuss youth gambling addictions			
5. Discuss youth sexual addictions			
6. Identify the relationship between substance usage/abuse and family issues			
7. Identify youth care practice strategies for the prevention of substance abuse problems			
8. Explain youth care practice strategies for addiction treatment and relapse prevention			

PRAC 385 – Practicum 2

Building on the experience you gained in Practicum 1, you will develop independence and expand the skill set needed to work as an employee in social services, residential, educational, or community agency that provides youth and family services in Saskatchewan.

Credit unit(s): 11.0
Pre and Co Requisites: PRAC 384
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Identify professional conduct expected youth series agencies based on practicum experiences.			
2. Identify personal and professional career goals.			
3. Develop a portfolio that integrates personal career goals with the learning outcomes.			
4. Identify roles within a community/school setting.			
5. Implement the components of a healthy therapeutic relationship with children and youth.			
6. Demonstrate effective therapeutic activities.			
7. Demonstrate flexibility to changing environment.			
8. Demonstrate intervention skills for behaviours of children and youth.			
9. Examine the impact of generational trauma on children and youth within the practicum agency.			
10. Formulate a therapeutic relationship with children and youth.			
11. Formulate a working relationship with co-workers.			
12. Organize supervision consultations.			
13. Evaluate personal self-care plan.			