CANADORE college

COURSE NAME: SLJ305 Youth in Conflict with the Law

Credit Value:	3
Total Course Hours:	42
Prerequisite Course(s):	None
Corequisite Course(s):	none

COURSE DESCRIPTION

This course will enable the student to explain and analyze the historical, philosophical and contemporary application of statutes affecting youth in conflict with the law including the Juvenile Delinquents Act, The Child and Family Services Act and the Young Offenders Act. As well this course will enable the student to examine and analyze, in the context of the Youth Criminal Justice Act pre and post sentencing service delivery models examining issues of detention, interviewing, sentencing and processing through the court structure of young persons who have been charged with a criminal offence. Policies and procedures pertaining to custodial and community supervision dispositions will be examined along with the introduction of intervention and supervisory models to deal effectively with youth at risk.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Explain the historical and philosophical development of the legal response to youths who are in conflict with the law.

- 1.1 Review the evolution of Canadian youth justice from the Juvenile Delinquents Act to present day youth justice legislation

2.0 Analyze and explain how relevant federal and provincial statutes are applied to youth in conflict with the law.

- 2.1 Appraise the impact of the Youth Criminal Justice on youth in conflict with the law.
- 2.2 Assess and appraise the impact of the Child and Family Services Act on the youth, the youth's family and the legal establishment's response to the conduct of the youth.
- 2.3 Identify conduct of youths requiring a legal response.
- 2.4 Identify and determine offences under relevant legislation such conduct substantiates.

3.0 Identify, categorize and summarize all authorized activities involving a young persons from the point of detention of the commission of an offence to the point of court ordered disposition.

- 3.1 Explain arrest, detention and pretrial holding alternatives.
- 3.2 Explain and assess interviewing and investigation techniques.

4.0 Identify, categorize and summarize the court's disposition alternatives in the context of achieving a benefit to the youths and maintaining public safety and victim recompense, if applicable.

- 4.1 Identify a range of disposition alternatives.
- 4.2 Categorize disposition alternatives.
- 4.3 Assess the benefits of the alternatives in relation to the youths, public safety, and victim recompense.

5.0 Recognize the service delivery model and responsibilities of the Youth Ministry.

- 5.1 Differentiate between custodial and community supervision alternatives
- 5.2 Identify the roles and responsibilities of a Youth Worker
- 5.3 Summarize the working operational structure of the Youth Ministry
- 5.4 Summarize program typologies conducive to the intervention models

5.5 Explain the difference between intrinsic and extrinsic motivation
5.6 Provide examples of the Relationship Custody concept

6.0 Summarize policies and procedures regarding confidentiality vis a vis the employer, educators, Family, service providers, ministries, professionals, ombudsman and the media.

6.1 Define confidentiality
6.2 Differentiate between confidential and non-confidential information
6.3 Recognize the limits of confidentiality in reference to personal safety and safety for others
6.4 Identify confidentiality protocol in simulated exercises

7.0 Explain and provide examples of Cognitive Skills Intervention Model

7.1 Define cognitive Skills
7.2 Critically assess a current youth problem and provide potential strategies for conflict resolution
7.3 Identify a current youth issue and act as a cognitive skills coach
7.4 In several decision making scenarios, identify the dynamics of the cognitive skills model

8.0 Describe the Case Management System and Relationship Custody.

8.1 Define case management
8.2 State the six goals of case management
8.3 Explain the multi-discipline concept
8.4 Briefly explain the Youth Management Assessment Tool
8.5 Identity the key components in a plan of care
8.6 Write a mini-plan of care balancing risk and need indicators

9.0 Summarize the behavioural management guidelines conducive to a custodial setting.

9.1 Define the following key concepts:
9.2 discipline
9.3 code of conduct
9.4 point system/reward system
9.5 .short and long term goals
9.6 action based plan of care
9.7 motivational interviewing and counselling

10.0 Define Youth at Risk and provide and recognize effective intervention strategies in rehabilitation

10.1 Identify types of risks impacting on youth
10.2 Select and apply appropriate communication strategies to interact with youth
10.3 Assess internal and external services available to compliment intervention and supervision

11.0 Gain a basic understanding of the Code of the Streets in the context of Youth Gangs.

11.1 Differentiate between formal and informal codes
11.2 Recognize common identifiable elements of youth gang affiliates
11.3 Explain youth gang initiation rituals and membership
11.4 Identify common crimes and activities related to youth gangs
11.5 Debate the Scared Straight philosophy as a potential Canadian intervention model

12.0 Review the Ashley Smith story in the context of problem identification, assessment and Intervention strategies.

12.1 Identify current mental health symptoms impacting on today's youth
12.2 Recognize self-injurious behaviours and plan intervention strategies accordingly
12.3 Identify suicidal indicators and develop an intervention plan accordingly
12.4 Select appropriate internal and external resources to assist youth with mental health issues

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Community And Justice Services

1. work and communicate in a manner consistent with professional ethics and practice, a respect for self, others, and relevant law and legislation.
2. employ all relevant security techniques to ensure the protection of the public, and the security of the staff, and clients in institutional, residential, and community settings.
3. intervene with clients, individually and in groups, in order to address and manage problems and to facilitate constructive behaviour change.
4. observe, monitor, record, and assess client behaviour accurately, and respond appropriately in compliance with legal and organizational requirements.
5. assist in the prevention and resolution of conflict, crisis, and emergency situations using methods consistent with legal requirements and organizational policy.
6. establish and maintain constructive relationships with clients, staff, professionals, and the community.
7. participate in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment.
8. apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.

Police Foundations

1. complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines.
2. analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards.
3. be accountable for one's actions when carrying out all tasks.
4. develop and implement ongoing effective strategies for personal and professional development.
5. ensure the respect of human rights and freedoms in all interactions.
6. work co-operatively in multidisciplinary teams to achieve mutual goals.
7. collaborate in the development and implementation of community policing strategies.
8. monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements.
9. mitigate risks and maintain order by applying effective strategies in crisis, conflict and emergency situations.
10. take positive actions to help crime victims.
11. conduct investigations by collecting, documenting, preserving and presenting admissible evidence.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others

9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Four term tests 80%
Assignments and participation 20%

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required: Youth and the Law (Olivo/Cotter/Bromwich) Emond Montgomery, Publisher
Recommended:

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor’s teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lecture - group work

DELIVERY MODE

3 hours per week in class

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: http://www.canadorecollege.ca/about-us/corporate-policy-manual.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive /

5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.