YO314

YOUTH WELFARE PLACEMENT III

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name | Youth Welfare Placement III
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Unit Code | YO314
Award | Bachelor of Social Science
Credit Points | 20
Core/Elective | Elective
Prerequisite | YO214 Youth Welfare Placement II
Modes | Internal
| External
Delivery/Contact hrs | Internal
| Intensive sessions | 30 hours
| Reading and study | 30 hours
| Meetings with mentors | 20 hours
| Placement (including assessment) | 180 hours
| TOTAL | 260 hours
| External
| Intensive sessions | 30 hours
| Reading and study | 30 hours
| Meetings with mentors | 20 hours
| Placement (including assessment) | 180 hours
| TOTAL | 260 hours
Teaching Staff | Dr David Pohlmann
Unit Rationale | In their final year of study, youth work students need to demonstrate their ability to operate with a high level of autonomy under the observation of a supervisor and to work cooperatively with members of an organisation to achieve specific goals. This unit constitutes the culmination of students’ learning experiences in the youth work program. Building on the experiences gained in YO210 Youth Welfare Placement I and YO214 Youth Welfare Placement II, and drawing on the skills and understandings developed during the youth work program as a whole, this unit provides the opportunity for students to demonstrate their competence and abilities in a realistic chaplaincy setting.

Learning Outcomes:

On completion of this unit of study, students will have provided evidence that they have:

1. Understood, valued and can apply self-care to their youth work practice;
2. Understood the professional, legal and ethical issues affecting most youth work practice;
3. Articulated procedures and protocols common to youth work practice;
4. Identified the organisational structure and functions of a relevant youth work context;
5. Operated independently in a range of designated tasks and roles as appropriate to the context and under the observation and guidance of a supervisor;
6. Functioned effectively within an organisational context and in interpersonal relationships with colleagues, young people, relevant authorities and other interested parties;
7. Identified the political, societal and community issues connected to youth work, and the ways in which they can work within them;
8. Critically evaluated their own performance of tasks, and personal relational strengths and weaknesses;
9. Demonstrated a consistently high standard of performance in reference to the AIWCW Core Competencies;
10. Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
Content:

As part of the youth work placement, students will attend a four-day intensive session at the beginning of the semester and a second, one-day intensive session at the end of the semester. During these sessions, students will engage with the following topics:

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Procedures and protocols common to youth work practice</td>
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<tr>
<td>2</td>
<td>Record keeping and administration</td>
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<tr>
<td>3</td>
<td>The youth work workplace – working within organisational structure and functions</td>
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<tr>
<td>4</td>
<td>Professional, legal and ethical issues which are relevant to youth work – duty of care, sexual harassment and child safety issues</td>
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<tr>
<td>5</td>
<td>Professional practice as a youth worker</td>
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<tr>
<td>6</td>
<td>Self-care for youth workers</td>
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<tr>
<td>7</td>
<td>Developing and implementing new initiatives, programs and interventions within various contexts</td>
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</tbody>
</table>
| 8   | The political, societal and community issues connected to youth work (the 4-tier framework:  
     a) The individual;  
     b) The group;  
     c) The community; and  
     d) The policy context. |

Students will also complete a youth work placement equivalent to 200 hours. Depending on students’ circumstances and the availability of placements, this may be completed either in an intensive block of approximately three to four weeks, or over a more extended period. During the placement, students will maintain mentoring relationships with experienced workplace mentors and, where appropriate, with members of CHC staff.

Students undertaking placements with young people will need to demonstrate their possession of a Blue Card issued by the Commission for Children and Young People and Child Guardian of the Queensland Government, or equivalent, before being given permission to commence their placements.

Briefing sessions will be held both before and during the placement to facilitate the success of the experience and to establish working relationships between students, mentors, CHC and the organisation which is offering the placement.

Set Text Requirements:


### Recommended Readings:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delgado, M.</td>
<td><em>New arenas for community social work practice with urban youth</em></td>
<td>New York: Columbia University, 2000</td>
</tr>
</tbody>
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### Journals

- *Youth Studies Australia*
- *Journal of Youth Studies*

### Web-based resources

80% attendance at scheduled classes and regular participation in the forum discussions on the unit's Moodle™ site (as applicable) are required in order to achieve a pass in this unit.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
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</thead>
</table>
| Practicum Portfolio | Part 1 – Student Learning Plan  
In conversation with your course coordinator and mentor, develop a personalised student learning plan for your practicum. (600 words)  
Part 2 – Evaluation  
Provide a personal evaluation of your achievement of the goals of this plan and what you might do to address these goals into the future. (1200 words)  
Part 3 – Self-Care Plan  
Outline a self-care plan for you as a chaplain. The plan should include at least five items, and at least one of each of these four elements: physical/exercise; cognitive/emotional/psychological; social/enjoyment; spiritual/religious.  
Put the plan into effect, keeping a reflective diary of how you put your self-care plan into practice and providing a critical analysis of its effectiveness and practicality.  
Suggest ways such a plan could be improved for the future.  
Provide your reflective diary as an appendix. (1200 words)  
Part 4 – Concept Map  
Analyse an actual youth work context with which you are familiar.  
Map how youth work operates within the chosen context.  
Outline the relevant reporting, supervisory relationships that exist for the youth worker, including administrative processes and record keeping.  
Your concept map should include reference to the 4-tier youth work framework. (1200 words) | 1-10 | Parts 1-3: One week after the first session  
Parts 2-4: At the second session | 50%  
(Part 1: 10%  
Part 2: 20%  
Part 3: 20%) |
| Practice Assessment | An evaluation of students' practical skills is assessed by the placement mentor against a range of criteria.  
The following forms must be completed and submitted in order for this assessment to be made:  
- Placement Verification  
- Placement Formative Report  
- Placement Summative Report  
- Placement Evaluation  
- Chaplaincy/Mentoring Log Book | 1-10 | Within two weeks of completing the placement | 50% |