UNIT INFORMATION

UNIT CODE	YO241	
UNIT NAME	Youth Work: Skills and Strategies	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Human Services	
DURATION	One semester	
LEVEL	Intermediate	
UNIT COORDINATOR	Dr Stephen Beaumont	
TEACHING STAFF	Wendy Nelson	
CORE / ELECTIVE	Elective (required for Youth Work specialisation)	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	Face to face	
STUDENT WORKLOAD	Contact hours	39 hours
	Reading, study and preparation	59 hours
	Assignment preparation	52 hours
	TOTAL	**150 hours**
	Student requiring additional English language support are expected to undertake an additional one hour per week**.**	
PREREQUISITES / COREQUISITES / RESTRICTIONS	*Prerequisites*	
	SO114 Foundational Interpersonal Skills	
	YO240 Youth Work: Theoretical Perspectives	

RATIONALE

Youth workers increasingly work within a complex array of youth work practice contexts. This unit is intended to provide students with understandings, practical skills and strategies relevant to working with young people in a variety of contexts utilising a range of approaches and models of youth work practice. In this unit, there will be a focus on youth participation and engagement, strengths and needs based practice, individual, group, community and advocacy strategies, professionalism and ethical and legal issues.

LEARNING DELIVERY PROCESS

Learning outcomes will be addressed through lectures, tutorials and through assessments.

This unit will be offered as an intensive. There will be two intensives, one of three consecutive days and one of two consecutive days. Please check the CHC timetable available on the CHC website.

Some guidelines for INTENSIVES:

- 80% attendance – a roll will be taken before and after lunch each day.
- Classes go from 9.00 am to 5.00 pm everyday unless told otherwise by the lecturer.
- The intensives are very interactive, so please come prepared to contribute and you will get a lot more out of the intensives.

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- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.
- Intensives can get tiring, so please try to put the time aside to give your study the attention it deserves for these few days. Plan as little else as possible outside of intensive times.

CONTENT

1. Principles for effective youth work practice, and the role of power dynamics and empowerment.
2. Models of youth work practice: Needs-based approaches, strengths-based approaches and solution-focussed approaches.
3. Navigating group dynamics with clients and with colleagues.
4. Culturally competent practice and vulnerable client groups.
5. Sustaining development in professional practice.
6. Models of case-management.
7. Administration: Risk-assessment, referral and record-keeping.
8. Ethical and legal requirements of youth workers.
9. Program design, implementation, and evaluation.
10. Facilitating meetings and public events.

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Integrated biblical and theological principles related to effective youth work practice.
2. Applied a range of models of youth work practice, including needs-based, strengths-based and solution-focussed approaches.
3. Developed and evaluated specific strategies relating to effective and ethical youth work.
4. Critically reflected on skills required to work constructively with young people from diverse backgrounds.
5. Integrated learning into their developing approach to youth work practice.
6. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

ASSESSMENT TASKS

ALL LEARNING OUTCOMES MUST BE PASSED IN ORDER TO PASS THE UNIT

TASK 1: IN CLASS INTERVIEW AND EVALUATIVE REPORT

Students will be assessed while conducting an interview in class in which they employ basic interpersonal skills learned in SO114 in combination with specific skills and strategies related to at least one model of youth work practice (needs-based, strengths-based, or solution- focussed) to facilitate a conversation with a classmate concerning a topic of personal relevance. They will then produce a report evaluating the strengths and limitations of the skills employed, and an application of learning to their developing approach to practice.

Word Length/Duration:	Report: 1,000 words and Interview: 15 minutes
Weighting:	30%
Learning Outcomes:	2, 3, 5, 6
Assessed:	Week 5 and 8

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Method of Submission: Turnitin

TASK 2: CASE STUDY

Small groups of students will work collaboratively to develop a case study of a young person based on information provided by the unit coordinator. Each student will then individually produce a carefully researched and referenced paper in which they discuss how they approach working with this young person, with specific reference to the person's context, models and theories of practice, levels of intervention, ethical dimensions, advocacy, referral and Christian worldview.

Word Length/Duration: 1,500 words
Weighting: 35%
Learning Outcomes: 1-4, 6
Assessed: Week 12
Method of Submission: Turnitin

TASK 3: YOUTH PROGRAM OR RECORD PUBLIC PRESENTATION

Youth workers are often required to design and implement group programs relating to specific topics and/or to conduct public presentations at meetings, services, or other events. In this assessment, students may choose either to develop a summary of a brief six-week program relating to a topic of relevance for young people, or to submit a recording of themselves presenting a public presentation relating to a topic or event of potential importance to young people. The program and presentation must explicitly draw on important knowledge and skills covered in this unit, including a Christian worldview.

Word Length/Duration: Program: 1,650 words OR 20 minutes
Weighting: 35 %
Learning Outcomes: 1-6
Assessed: Week 14
Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Teacher Standards	Graduate Attributes	ACWA Guidelines
Task 1	2, 3, 5, 6	1-8	n.a.	1, 4-8	1,3, 5-8
Task 2	1-4, 6	1-10	n.a.	1-8	1-6
Task 3	1-6	1-12	n.a.	1, 2, 4-8	1-3, 5, 7-8

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Sapin, K. (2013). *Essential Skills For Youth Work Practice* (2nd ed.). SAGE Publications Ltd.

RECOMMENDED READINGS

BOOKS

Jeffs, T., & Smith, M. (2010). *Youth work practice (Practical social work series)* [2nd ed.]. Palgrave Macmillan

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Furlong, A. (2013). *Youth studies: An introduction*. Routledge.

McWhirter J. J., McWhirter B.T., McWhirter A. M., & McWhirter, E.H. (2017). *At risk youth: A comprehensive response* (6th ed.). Brooks Cole.

Mueller, W. (2006). *Engaging the soul of youth culture: Bridging teen worldviews and Christian faith*. IVP.

Poulin, J. (2009). *Strengths-based generalist practice: A collaborative approach* (3rd ed.). Wadsworth Cengage.

Rhodes, J. E. (2002). *Stand by me: The risks and rewards of mentoring today's youth*. Harvard University.

Sapin, K. (2013). *Essential skills for youth work practice* (2nd ed.). Sage.

White, R. (Ed.). (2009). *Doing youth work in Australia: concepts & methods of youth work* (vol. 1). ACYS.

JOURNALS

Youth Studies Australia Journal of Youth Studies

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

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