

New Zealand Diploma in Youth Work Course Outlines

Code	Title
AS5121	Te Mana o te Tiriti, Honouring te Tiriti o Waitangi
Level	Credits
5	15
Learning hours	Tutor-directed 75
	Self-directed 75

Aim

To examine the importance of te Tiriti o Waitangi and culturally appropriate professional practice. To explore features of own cultural identity and relationship with Te Tiriti o Waitangi and Aotearoa New Zealand.

Learning outcomes

By the end of this course the student will be able to:

1. Examine and describe the relationship of te Tiriti o Waitangi to professional practice.
2. Identify traditional and contemporary features of Te Ao Maori.
3. Demonstrate cultural awareness.
4. Reflect on their own relationship with te Tiriti o Waitangi and Aotearoa New Zealand.
5. Respond to te Tiriti o Waitangi in professional practice context.

Content

- Historical events relating to Te Tiriti o Waitangi (pre and post 1840)
- Te Tiriti o Waitangi /The Treaty of Waitangi and professional practice
- Te Ao Māori – concepts from a tangata whenua perspective
- Ko wai au – the importance of cultural awareness
- Honouring Te Tiriti o Waitangi approaches and partnerships as a beginning practitioner.

Assessments

Assessment Method	Pass Criteria	Weighting	Learning Outcome/s
Written Assignment	50%	60%	1, 2, 5
Individual Presentation	50%	40%	3, 4

Successful completion of course

Students must pass all assessments to be successful. Students must attend the noho Marae.

Resources

A list of recommended resources is provided in the course outline.

Code	Title	
YD5101	Matua Mōhio ki te Ao Taiohi, Understanding Youth Development	
Level	Credits	
5	15	
Learning hours	Tutor-directed	75
	Self-directed	75

Aim

This course will introduce learners to human development theories (including a variety of cultural theories); introduce students to the principles of positive youth development and assess their relevance for practice.

Learning outcomes

By the end of this course the student will be able to:

1. Compare and contrast traditional human development theories with cultural theories to describe the journey from childhood to adulthood.
2. Identify and describe the principles and philosophy of positive youth development.
3. Recognise and explain principles of positive youth development in practice.

Content

- The multidimensional approach
- Traditional and lifespan theories of human development
- Cultural theories of human development such as Māori, Pacific and Asian theories, models and frameworks of human development
- Positive youth development theory as well as elements of positive psychology, resiliency research, and prevention research.

Assessments

Assessment Method	Weighting	Learning Outcome/s
Written Assessment	70%	1,2
Presentation	30%	2,3

Successful completion of course

Students must pass all assessments to be successful.

Resources

A list of recommended resources is provided in the course outline.

Code	Title	
YD5102	He Aronga ki te Ao Taiohi, Understanding Youth Culture and Identity	
Level	Credits	
5	15	
Learning hours	Tutor-directed	75
	Self-directed	75

Aim

This course will introduce learners to ideas of youth culture and identity and the impact on young people of social and environmental change; and introduce learners to the history of youth development practice in Aotearoa New Zealand and internationally.

Learning outcomes

By the end of this course the student will be able to:

1. Outline the development of youth work in Aotearoa New Zealand.
2. Apply an understanding of identity formation to describe the identity journey of a young person, or a group of young people.
3. Describe the impact of social context on young people.

Content

- Traditional theories of identity development
- Traditional theories of gangs and subcultures (Chicago School and Contemporary Centre for Cultural Studies)
- Contemporary theories of identity formation, fluidity and the complexity of youth culture in a contemporary world
- The history of youth development practice, inclusive of, but not limited to:
 - Taonga Pūmau
 - Uniformed organisations
 - Health/Welfare
- Consciousness-raising initiatives including local initiatives such as Nga Tamatoa and the Polynesian Panthers
- The YDSA and contemporary positive youth development practices
- The alignment of these practices with the historical, social, cultural and economic events of the time in which they arose
- An understanding of these practices within the global context and the local context of Aotearoa New Zealand

Assessments

Assessment Method	Weighting	Learning Outcome/s
Creative Assignment	50%	2
Written Assignment	50%	1,3

Successful completion of course

Students must pass all assessments to be successful.

Resources

A list of recommended resources is provided in the course outline.

Code	Title	
YD5103	Te Hononga, Building Intentional Relationships	
Level	Credits	
5	15	
Learning hours	Tutor-directed	75
	Self-directed	75

Aim

This course will introduce learners to the central role relationship plays in youth work practice; enable students to develop the communication strategies and skills required to maintain intentional and mutually respectful relationships with young people.

Learning outcomes

By the end of this course the student will be able to:

1. Describe key elements of an intentional relationship, and the key considerations and limitations with regards to forming intentional relationships with young people.
2. Name and explain a strategy to engage, establish connection and build rapport with young people.
3. Model an intentional relationship in the context of professional practice.

Content

- Defining roles and understanding key considerations of forming intentional relationships
 - Using evidence based practices to understand roles
 - Introduce theories of human development and sociology that support intentional relationships (including but not limited to Glaser, Maslow, Vygotsky)
 - Promote non-discriminatory practice, social justice and reflective practice
 - Discuss limitations in forming intentional relationships with young people
- Communicating and building rapport with young people
 - Understanding communication and communication technologies
 - Communication theory and presentation
 - Narrative & Solution Focused skills
 - Change behaviour theory
 - Motivational Interviewing & motivational interviewing skills
- Forming intentional relationships through mentoring practice
 - Key ideas of what is mentoring and how the process works
 - Experience taking part in a mentoring/mentee relationship
- Introduction to reflection on relationship building and leadership principles
 - Introduction into reflection on relationship building
 - Introduction to leadership concepts when working with young people

Assessments

Assessment Method	Weighting	Learning Outcome/s
Written Assignment	40%	1
Simulated exercise and reflection	60%	1, 2, 3

Successful completion of course

Students must pass all assessments to be successful.

Resources

A list of recommended resources is provided in the course outline.

Code	Title	
YD5105	He Haere Kōtui, Promoting Family Whanau and Community Cohesion	
Level	Credits	
5	15	
Learning hours	Tutor-directed	75
	Self-directed	75

Aim

This course will introduce learners to concepts of social cohesion, belonging and connectedness in order to develop skills in and practical techniques to assist young people in strengthening connections with their social environments.

Learning outcomes

By the end of this course the student will be able to:

1. Explain key concepts of social cohesion and connection and apply it to the lives of young people.
2. Demonstrate and apply recognised tools of practice in working with a young person (or a group of young people) in order to establish and/or strengthen social connections.

Content

- Social ecological and sociological theories
 - Understanding how the direct and indirect environments young people develop
 - Sociological theories including but not limited to strain theory and social capital theory
- Theories of social cohesion and connectedness
 - Understanding what are the key factors that promote, and inhibit social cohesion and social connectedness.
 - Understand the Importance and changing dynamics of family
- Recognised tools to map key connections of young people
 - Including but not limited to ecomaps, evaluation for transformation, genograms.
 - What factors strengthen and weaken social cohesion and social connectedness
 - Developing action plans with young people to help them strengthen their key connections

Assessments

Assessment Method	Pass Criteria	Weighting	Learning Outcome/s
Written Assignment	50%	40%	1
Individual Presentation	50%	60%	1 & 2

Successful completion of course

Students must pass all assessments and participate in simulated learning activities.

Resources

A list of recommended resources is provided in the course outline

Code	Title	
YD5106	Ngā āhuatanga o te Whakatonutanga, Assessing and Managing Risk	
Level	Credits	
5	15	
Pre-requisites	Nil	
Learning hours	Tutor-directed	75
	Self-directed	75

Aim

This course will introduce learners to tools and strategies for identifying, assessing and managing risk in the provision of youth development services.

Learning outcomes

By the end of this course the student will be able to:

1. Identify, review and assess risks to young people, workers and organisations in a range of youth activities
2. Describe the responsibilities of youth workers to identify and minimise risk to fit with legal and ethical requirements
3. Identify and name organisational protocols to support safe workplace practice.

Content

- Develop an understanding of risk management strategies and organizational risk for youth work. Understand the role of health and safety in organizations and understand the responsibility of the youth worker to maintain safe practice.
- Develop an understanding why youth take risks and learn to identify and assess the key risk areas for youth using evidence based practices.
- Understand limitations of the role of a youth worker and how to work ethically within the guidelines of the organization, agency & ethical body.

Assessments

Assessment Method	Weighting	Learning Outcome/s
Project	50%	1,2,3
Test	50%	1

Successful completion of course

Students must pass all assessments and participate in simulated learning activities

Resources

A list of recommended resources is provided in the course outline.

Code	Title	
YD5107	He Aronga ki te Ao Ngaio, Entering Professional Practice	
Level	Credits	
5	15	
Learning hours	Tutor directed	30
	Workplace Learning	75
	Supervision	3
	Self-directed	42

Aim

This course will introduce learners to the concept of professional identity the role of supervision in practice and ethical codes and conventions; it will provide learners with the foundational concepts in order for them to demonstrate the skills of a beginning practitioner in establishing an intentional relationship with young people or person.

Learning outcomes

By the end of this course the student will be able to:

1. Describe how relevant professional codes of ethics and organisational protocols apply to youth development practice
2. Name and match national laws and international conventions relevant to youth development practice
3. Apply and explain the importance of supervision in youth development practice
4. Demonstrate the skills of a beginning practitioner in forming a safe intentional relationship with a young people (or a group of young people)

Content

- Planning and Enquiry Tools – SMART Plans, RMP Blocks, Bloom’s Taxonomy
- Youth worker Code of Ethics
 - Ethical dilemmas
 - Identifying codes of ethics within youth development contexts
- Current national and international legislation in relation to young people and youth workers including but not limited to (CYPFA- Child young persons and family act, UNCROC – united nations rights of the child, Children’s Act, 2014)
- Apply key understandings of ethical, national and international legislation when forming intentional relationships with young people.
- Practice practical skills when forming intentional relationships including but not limited to (O.A.R.S - open questions, active listening, reflections, and summarising)

Assessments

Assessment Method	Weighting	Learning Outcome/s
Structured Reflective Journal	60%	1,2,3
Workplace Observation	40%	4

Successful completion of course

Students must pass all assessments and complete 75 hours of workplace learning and provide evidence of three hours of professional supervision to be successful.

Resources

A list of recommended resources is provided in the course outline.

Code	Title	
YD5109 Practice	He Aronga ki te Ao Rangahau, Introduction to Evidence Based Practice	
Level	Credits	
5	15	
Learning hours	Tutor-directed	75
	Self-directed	75

Aim

This course will introduce learners to the importance of evidence based youth work practice by introducing students to the principles of evidence-based knowledge and provide students with foundational knowledge and experience in demonstrating information literacy within a youth work context.

Learning outcomes

By the end of this course the student will be able to:

1. Explain the importance of evidence-based practice and how this informs youth work practice
2. Collect and evaluate evidence based information related to youth work practice.
3. Discuss the cultural, ethical, legal and social issues surrounding research in youth work practice
4. Demonstrate the ability to find evidence-based literature within the social services and report their key findings using the correct rules and conventions of evidence-based practice and writing
5. Participate and contribute in discussions with others around information literacy and evidence based youth work practice.

Content

- Introduction to evidence based practice (EBP) and its importance in health and social services
 - The role of EBP in professional practice
 - Introduction to research process, understanding research concepts
- Introduction to evidence-based practice in health and social services
 - Understanding the difference between information created for consumption (eg. news media, Wikipedia etc) and information generated through robust EPB processes
 - Understanding research findings as evidence for practice
 - Understanding the levels of evidence
 - Understanding the role of information within a specific social service discipline as identified by an related professional association/body
- Gathering and evaluation of research findings relevant to practice
 - Ethical considerations in youth work practice
 - Critical thinking, reading and evaluation of an evidence
 - Using feedback for learning and development.
- Reporting research findings for informed practice
 - Citing and referencing, organising, summarising, integrating sources
 - Writing an academic report on EBP findings
 - How to do an academic report presentation on your key findings.
 - Report presentation
 - Using feedback to refine reporting.

Code	Title	
YD6201	Mahi Ngātahi, Working with Groups	
Level	Credits	
6	15	
Pre-requisites	All L5 courses	
Learning hours	Tutor-directed	75
	Self-directed	75

Aim

This course will prepare learners to facilitate effective group processes for developmental purposes.

Learning outcomes

By the end of this course the student will be able to:

1. Describe and evaluate theories and methods of group work practice and their use in positive youth development practice.
2. Evaluate the application of youth participation, experiential learning and developmental outcomes in effective group work practice.
3. Facilitate group processes to support young people's (or young people's) development goals.

Content

- Basic concepts of groups and teams through a social psychology understanding. These include but are not limited to: social facilitation, social loafing, de-individualisation, conformity, bystander effect, polarisation, group think, Abilene paradox
- Basic models and theories of group development. These include but are not limited to: Tuckman's Cogs Ladder, Punctuated Equilibrium, FIRO, ICT, Le Va, Korero Tahī, PCP, ABL, Powhiri Poutama
- The role of intention in the planning and design of group activities including elements of power dynamics
- How to format, design and create group activities
- How to run group activities
- How to use experiences from group activity learning and design to build one's own and one's organisational practice through the experiential learning cycle
- How to use theories from social psychology and theories/models from group development to enable an understanding of the complexity of what has happened in a group context

Code	Title
YD6204	He Tautāwhi i te Whai Wāhitanga o te Taiohi, Supporting Youth Participation
Level	Credits
6	15
Prerequisites	All L5 courses
Learning hours	
	Tutor-directed 35
	Workplace Learning 40
	Supervision 2
	Self-directed 73

Aim

This course will develop learners' ability to understand youth participation as a social right of all young people; and, to support youth participation as a mechanism for personal and social development.

Learning outcomes

By the end of this course the student will be able to:

1. Analyse the rights of young people to participate and consider the ways in which youth participation contributes to positive youth development.
2. Use a youth participation approach with a group of young people to conduct a community assessment and identify an area for social change.
3. Demonstrate their support for a group of young people to advocate or act for social change.

Content

- Understanding the obligations, legal and ethical requirements for youth participation
 - Youth Development Strategy Aotearoa and the Code of Ethics for youth work
 - Legislation and international obligations
- Understanding introductory models of youth participation approaches
 - Roles and types in the diversity of youth participation practice including but not limited to:
 - Shier's Youth Participation Tree (2010)
 - Francis and Lorenzo Domains of Youth Participation (2002)
 - Participation activities NVCO (2009)
 - Youth participation models and principles including but not limited to:
 - Hart's ladder
 - Westthorp's continuum
 - Treseder's wheel
 - Baxter and Haxton's Power 'O' Meter
 - Lardner's Clarity model
 - Jans and De Backer's Triangle of youth participation
 - Understanding cultural approaches to youth participation
- Approaches to supporting and facilitating youth participation initiatives including but not limited to:
 - Youth-adult partnerships
 - Tuakana-teina approaches
- Using feedback and group reflection process to be accountable to young people in youth participation practice

Code	Title	
YD6206	He Aro Mātanga, Specialist Practice	
Level	Credits	
6	15	
Pre-requisites	YD5107 Entering Professional Practice	
Learning hours	Tutor-directed	75
	Self-directed	75

Aim

To enable learners to integrate knowledge and procedures from a specialist area of practice into their own youth work practice.

Learning outcomes

By the end of this course the student will be able to:

1. Summarise principle theories and procedures of specialist practice.
2. Discuss the application of knowledge of an area of specialist practice to an identified area of youth work practice.
3. Discuss an evaluative framework for measuring the implementation of specialist practice knowledge and procedures in youth development practice.

Content

- What is effective positive youth development practice across a variety of specialist practice settings including, but not limited to:
 - community,
 - faith-based (note this is not limited to one faith or religion),
 - cultural settings (inclusive of the marae but may include other cultural settings),
 - welfare/justice
 - health
 - education
- Each year the course focuses in on topics of interest to the sector (youth issues, youth topics, community issues or topics) and students learn theories and practices related to these topics and learn to apply these theories and emerging research to their special practice area, which, in turn, can influence the work of their placement agency. This area is quite open to allow for current practice to be explored as well as the exploration and analysis of arising topics.
- Aspects of consideration needed for one's own model of practice
 - the place of evidence-based learning
 - the specific cultural context of Aotearoa NZ
 - an understanding of the complexity of the youth community
 - how concepts such as health and wellbeing, spirituality, culture, sexuality and the diversity of Aotearoa's youth population fit within broader models of practice

Code	Title	
YD6207	Whakawhanake Ngaiotanga, Developing Professional Practice	
Level	Credits	
6	15	
Pre-requisites	YD5107 Entering Professional Practice	
Learning hours	Tutor-directed	60
	Work-place learning	40
	Supervision	2
	Self-directed	48

Aim

This course will develop each learner's concept of professional identity and their ability to work within the professional codes, conventions, legal requirements, professional values and ethics of practice. It will build on learners' intentional and group facilitation skills and demonstrate the each learner's ability to identify, analyse and question workplace ethics.

Learning outcomes

By the end of this course the student will be able to:

1. Demonstrate compliance with the relevant professional code of ethics in youth development contexts and evaluate impact of international conventions on practice
2. Exercise professional assertiveness and critical analysis when working with others in youth development contexts
3. Critique organisational processes used to address youth development practice that is unprofessional or unsafe in relation to the relevant code of ethics
4. Evaluate own beliefs and values in relation to a relevant professional code of ethics using professional supervision and identify own continuing development needs.
5. Construct a model and philosophy of practice that synthesises their personal, practical and theoretical development and future aspirations.

Content

- Integrating and applying the current ethical, legal, and international legislation in different youth development contexts
- Applying current ethical, legal and international legislation as a foundation for professional assertiveness and judgements.
- Critically evaluate organisational processes used in youth development practice to identify what is professional and/or safe practice.
- Integrating professional supervision to evaluate their own beliefs and values in relation to a relevant professional code of ethics and their own needs.
- Integrating the key theoretical and practical understanding and learning around young people including but not limited to western and cultural developmental theory, positive youth development, positive psychology, resiliency development, sociological, group dynamics, group work theory, mentorship, coaching, leadership, reflection, youth participation, Code of Ethics, YDSA and Te Tiriti o Waitangi.

Code	Title	
YD6211 Initiatives	Whakarite Rautaki mō te Taiohi, Design, Deliver and Evaluate	
Level	Credits	
6	30	
Pre-requisites	YD5109 Introduction to Evidence Based Practice AS5121 Honouring TeTiriti o Waitangi	
Learning hours	Tutor-directed	120
	Workplace Learning	50
	Supervision	4
	Self-directed	126

Aim

This course will develop learners' ability to engage in robust community assessment and design methods to meet agreed goals within agency settings. It will develop each learners' ability to use positive youth development and Treaty partnership approaches to delivering youth and community initiatives.

Learning outcomes

By the end of this course the student will be able to:

1. Use robust community assessment procedures to examine community strengths and needs
2. Apply a programme design method to design a positive youth development initiative
3. Demonstrate the application of positive youth development and Treaty partnership approaches in delivering a planned initiative to young people
4. Apply evaluation tools, to critically reflect and evaluate initiatives, informing improvement.

Content

- Understanding design methods and design cycles including, but not limited to:
 - SMART planning
 - Design thinking
 - Outcome planning, programme logic, logframes or Results-based Accountability
- Asset mapping and community assessment including, but not limited to:
 - Rapid assessment
 - Asset Based Community Development
 - Photovoice
 - Community mapping
 - Other assessment processes
- Engagement and partnership in design and delivery
 - Designing initiatives build on treaty partnership principles, evidence based practice and Positive Youth Development
 - Working with Tangata Whenua, community leaders and other partners to design and deliver initiatives
 - Identify current initiatives within their placement agency and community
 - Consult with young people, whanau and identified community leaders (including iwi)
- Using feedback to strengthen design and delivery approaches
 - Setting initiative milestones and measurements
 - Gaining formal and informal feedback methods on initiatives from young people and stakeholders
 - Wrapping up initiatives & celebrating outcomes
 - Evaluation tools commonly used in the sector

Code	Title	
YD7301	Tikanga Whakahaere Wā Mōrearea, Managing Crisis	
Level	Credits	
7	15	
Pre-requisites	All L5 courses	
Learning hours	Tutor-directed	75
	Supervision	2
	Self-directed	73

Aim:

Students will be able to assess a young person's situation to determine the need for crisis intervention and/or referral to another professional or agency.

Learning outcomes:

By the end of this course the student will be able to:

1. Assess a young person's situation, initiate action and review crisis intervention strategies to meet a young person's immediate and long term needs and circumstances.
2. Manage immediate impact of crisis on others including the young person's family/carer, whānau and others in community impacted by the crisis.
3. Use professional supervision to reflect on impact of crisis on own practice and to identify professional development and self-care strategies.

Content

- Crisis, stress and coping
- Understanding and assessing young people in crisis
 - Suicidality
 - Violence
- Supporting and responding to young people in crisis
 - Skills and strategies for crisis intervenors
 - Legal and ethical requirements of crisis intervention
- Supporting and responding to communities in crisis
 - Suicide, contagion and post intervention
 - Violence, statutory processes and restorative justice
 - Disaster responses
 - Skills and strategies for crisis intervenors
 - Community resources, networks and health promotion strategies for crisis intervention and well-being
 - Legal and ethical requirements of crisis intervention
- Implementing and maintaining self-care
 - Understanding vicarious trauma, fatigue, secondary trauma and burnout
 - Assessing, implementing and reflecting on your own self care practice