

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Community Practicum: Community/Education		
<b>CODE NO. :</b>	CYC 201	<b>SEMESTER:</b>	Fall/Winter
<b>PROGRAM:</b>	Child and Youth Care		
<b>AUTHOR:</b>	CYC Faculty		
<b>DATE:</b>	May 2016	<b>PREVIOUS OUTLINE DATED:</b>	May 2015
<b>APPROVED:</b>	'Angelique Lemay'		June/16
	_____		_____
	<b>DEAN</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	9		
<b>PREREQUISITE(S):</b>	CYW 151-7		
<b>CO REQUISITE:</b>	CYW 200-3		
<b>HOURS/WEEK:</b>	15 Weeks		

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**I. COURSE DESCRIPTION:**

This is the second level of field placement in the Child and Youth Care Program. Competencies comply with CYC standards and guidelines as established by the Ministry of Training, Colleges and Universities, and by the CYC professional community. Emphasis is on the integration of theory and practical experience and the development of the student as a professional Child and Youth Care practitioner.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of the course, the student will demonstrate the ability to:

1. **Use professional development resources and supervision models to support professional growth.**

***Elements of Performance:***

- Work collaboratively and cooperatively with supervisors and the staff team to identify the roles and responsibilities of the student on placement.
  - Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and supervisor
  - Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals
  - Act in accordance with professional codes of ethics and professional standards
2. **Develop and maintain relationships with children, youth and their families applying principles of relational practice and respecting their unique life space, cultural and human diversity.**

***Elements of Performance:***

- Support children, youth and their families to develop the personal capacity to bring about positive changes within themselves
- Maintain the privacy and confidentiality of child, youth and family information in accordance with all legislative requirements and agency policies
- Apply principles of relational practice including consideration, safety, trust, presence and empathy
- Select and use strategies of relational practice to support changes for children's and youth interpersonal patterns using a strength-based focus within their day-to-day environment

- Demonstrate an ability to work with the client consistent with client developmental levels to promote client growth.
  - Establish and adapt professional boundaries with children, youth and their families while accepting the diverse needs, composition and dynamics of contemporary families
3. **Apply communication, teamwork and organizational skills within the inter-professional team and with community partners**

***Elements of Performance:***

- Plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language
  - Maintain confidentiality as governed by agency policy, legislation, and professional codes of ethics
  - Demonstrate an ability to maintain appropriate boundaries with professional colleagues, children, youth and their families
  - Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families
  - Select and use technologies to document all relevant information related to professional role and responsibility (i.e., completing written reports, preparing presentations, completing electronic forms, etc.)
  - Comply with documentation and reporting requirements including those related to the Child and Family Services Act, 1990, youth justice requirements and other applicable legislation
4. **Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness.**

***Elements of Performance:***

- Identify and consider how personal values, beliefs, opinions and one's own social location and experiences may impact interactions with children, youth, families and colleagues.
- Assess professional skills, knowledge and personal well-being in an ongoing manner and reflect on the impact of these factors on one's own practice
- Use reflective tools to learn from and gain insight from interaction with children, youth, families and colleagues

- Access and utilize appropriate resources and self-care strategies ( i.e., cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal growth and professional practice

**III. TOPICS:**

1. Professional Obligations (attached)
2. Developmental needs of at-risk youth or other client populations
3. Processes and practices of Child and Youth Care

Community Practicum: Community/Education is conducted in an individualized learning mode as a way to assist students to meet their learning objectives and to fulfill the necessary course requirements.

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS**

Placement Package (provided by the College.) and Daily Calendar/Agenda (provided by the Student and *required at all times on placement*).

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Students will be evaluated on an ongoing basis with formal reports issued both at mid-term and at the end of placement. Each student will have input into the evaluation process and an opportunity to respond accordingly. The agency supervisor(s) with assistance from the course professor will complete the evaluation form and the course professor will decide the final grade.

1. Personal and performance objectives will be established with the course professor. The agency supervisor will be aware of the expectations and will have considerable input in the implementation of these expectations.
2. Students will be required to maintain monthly College Placement time sheets to be handed in to the Seminar II professor at the end of each month. ***If students are unable to produce time sheets within a week of month's end, placement may be suspended.***
3. Students are expected to work with agency supervisor and staff to prepare a working schedule that can facilitate their learning objectives. Students will be expected to adhere to their placement schedule. Concerns should be discussed with the course professor immediately.
4. Regular supervision meetings with the student, agency supervisor, and college fieldwork supervisor will afford the opportunity to monitor the individual student's progress. The course professor will also be prepared to use this opportunity to discuss such matters as treatment methodologies, methods of professional conduct, or treatment theories as applicable to the situation, among other topics.

5. Students are expected to comply with the OACYC Code of Ethics and the Sault College Code of Conduct.
6. Students are expected to observe the CYC Placement Policies posted on D2L. These policies are reflected in the Supervisor's Handbook which each student will prepare and deliver to their agency Supervisor at the start of placement. Any breach of these policies, including items relating to attendance, punctuality, attitude, confidentiality, etc. could result in disciplinary action, suspension, or termination of the placement.
7. Community Practicum: Community/Education and Integrated Seminar: Community/Education are co-requisite courses.

***Each student has no more than two opportunities to be successful in any of the Fieldwork courses.***

***The following semester grades will be assigned to students:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual - Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

#### **VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

#### **VII. PROFESSIONAL OBLIGATIONS:**

1. To regard the welfare of the individuals, the group, and the community you serve as your primary professional duty.
2. To hold yourself personally responsible for your professional conduct.
3. To be willing always to increase your professional competence and to willingly share your knowledge with others in your profession.
4. To strive to support the further development of your profession by participating to the best of your ability in related professional associations and activities.
5. To work cooperatively with other persons having regard for their areas of competence.

6. To use care in expressing your views on the findings, opinions, and professional conduct of colleagues, confining such comments to matters of fact and matters of one's own knowledge.
7. To respect the privacy, dignity, and other rights of clients, colleagues, and agencies.
8. To use information received in the course of professional relationships in a responsible manner.

**Following are a number of guidelines pertaining to the student's relationship to the field placement agency. It is imperative that each student comprehend fully and follow closely these guidelines in order to get the maximum educational value from the field placement experience.**

1. Find out all you can about your field placement setting; its policies, functions and its general philosophy, taking care to ask pertinent questions.
2. Find out your designated role at your field placement location and follow it well. Remember, you are not on field placement in the capacity of diagnosticians but as students to follow through on the instruction of the field contact personnel. New approaches to your assignments must first be approved by the field supervisor.
3. Ask the staff for guidance. Do not plunge into something you know nothing about.
4. Be polite, courteous, and attentive. Remember, you are there to learn, observe, and contribute.
5. Avoid judgment on the program carried out by a specific field placement setting. Remember you are a student learning and not someone there to assess the relative merits of the program. Be careful about being openly critical. Concerns of the service delivery can be discussed in the confidence of the supervision meeting, or with the course professor.
6. Dress and personal deportment are according to acceptable norms of the placement setting.
7. Be willing to share any pertinent information you have learned in the setting with the staff who work there.
8. Any problems encountered in your field placement should be taken to your fieldwork supervisor. Never confront the staff with the problem in front of clients - wait for a private, appropriate time. Be diplomatic. Report all incidents to the College field work instructor immediately.
9. Make sure you are always on time for your field placement. Contact the field work professor *and* the field placement well in advance if it is necessary for you to be absent.
10. Remember that the experiences you have in your field placement are part of a learning experience and are to be held in the strictest confidence. The students will not discuss

cases with others who have no direct relationships to the client. At the field placement, keep your records as well as correspondence in a confidential manner.

**VIII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on D2L and on the portal form part of this course outline.



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CHILD & YOUTH CARE PROGRAM

**ADDITION TO C.Y.C. PROGRAM POLICIES  
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Child and Youth Care Course Outline:

I, \_\_\_\_\_, have read the C.Y.C. Course Outline for the  
Course \_\_\_\_\_.

I understand its contents and agree to adhere to them.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_