

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTEGRATED SEMINAR IV

Code No.: CCW 415

Program: CHILD CARE WORKER

Semester: FIFTH

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New: _____ Revision: X

APPROVED: *N. Koch* N. KOCH
Chairperson

Aug. 13/87
Date

NATURE OF COURSE:

This course is designed as a co-requisite to Fieldwork IV. The purpose will be to give the group the opportunity to share experiences of a general nature, in order to expand each student's awareness of the various opportunities in the C.C.W. field. Toward the end students may be required to relate certain experiences from their placement. Issues of a more generalized nature (e.g. legislation, treatment methods, and, particularly, crisis intervention) will be reviewed and discussed. In this respect, reference will be made to current placements, past placements, and field activities from outside of our locale.

OBJECTIVES:

In addition to the above-noted objectives, students will:

- a) share and compare the treatment philosophies of the agencies in which the students are placed;
- b) undertake an intensive study of crisis intervention;
- c) improve observation skills and communication skills;
- d) broaden their professional scope;
- e) further develop skill in teamwork and decision making
- f) further develop skill in report writing

LEARNING RESOURCES:

In addition to the resources of the College, students will be required to obtain the following text (available in the college bookstore.):

Dixon, S.L. (1987) Working With People in Crisis (2nd Ed.) Toronto: Merrill.

REQUIREMENTS:

1. Preservation of confidentiality as per C.C.W. policy on confidentiality
2. Regular attendance at Integrated Seminar - 80% of classes is minimum. The total grade will be reduced if attendance falls below 80%.
3. Participation in presentations and discussion at the graduate level. The instructor, with student input, will determine the grading for this section. Assigned readings completed.
4. Completion of various assignments, at a graduate level. The instructor with student input, will determine the grading for this section. There may include reports on trends in the field, legislation changes, etc.

5. Completion of specific reports, at a graduate level. The instructor will determine the grading for this section.

Specific reports include:

- a) Journal summaries,
- b) Incident Reports, and
- c) Seminar Reports

-- (b) & (c) -- these are described in Appendix I of this course outline.

GRADING:

The final grade will be calculated according to the description of requirements. The outline below will indicate what the student must do to obtain a particular grade.

For an "A+" or "A": (the difference will be mainly determined by the overall performance level and will be determined in consultation with the student)

- a) performance of requirements #1 through #4 as noted above;
- plus** b) performance of Requirement #5 as noted above, and at the following level:
 - 3 oral presentations following the "Seminar Report" form in Appendix I;
- plus** - 2 written "Incident Reports" (see Appendix I);
- plus** - 2 written "Seminar Reports";
- plus** - 2 journal summaries (written) on professional articles related to a certain client population
- plus** - performance at an A+ or A level on the exam (4 weeks notice will be given)

For a "B":

- a) performance of requirements #1 through #4 as noted above;
- plus** b) performance of requirement #5 as noted above, and at the following level:
 - 2 oral case presentations following the "Seminar Report" outline;
- plus** - 2 written "Incident Reports"
- plus** - 2 written "Seminar Reports"
- plus** - 1 journal summary receiving a B grade
- plus** - performance at a B level on the exam

For a "C":

- a) performance of requirements #1 through #4 as noted above;
- plus** b) performance of Requirement #5 as noted above, and at the following level:
 - 2 oral case presentations following the "Seminar Report" outline;
- plus** - 1 written Incident Report;
- plus** - 2 written Seminar Reports
- plus** - 1 journal summary receiving a C grade
- plus** - performance at a C level on the exam

The instructor has the prerogative of assigning a repeat presentation or rewrite if either is not performed at a suitable level - this will be explained in detail in the class, so that everyone is aware of expectations.

Students will receive consistent feedback on their progress in this course.

Written seminar and incident reports may be handed in at any class prior to the final class.

Oral reports may be done any time provided a one-week notice is given to the instructor - to allow for preparation.

A student who does not complete all requirements for a certain grade will automatically be placed at the next lowest level. A student who does not complete at least the basic requirements for a "C" grade may be asked to continue work in this course, even though the student's placement may be completed.

This outline may be amended, with notification to the students.

APPENDIX I - Specific Reports - Outline

A) INCIDENT REPORT

1. **Field Placement:**
2. **Child Care Worker Student:**
3. **Case Name:** (Leave Blank)
4. **Date:**
5. **Description of Incident:** Describe fully a significant interaction or helping situation which occurred during the week. (Pertinent details.)
6. **Background to Incident:** Describe the participants and specific events which led up to this situation.
7. **Disposition of Situation:** Describe the manner in which this situation was handled and why it was handled this way.
8. **Evaluation of Action Taken:** Describe what you learned from this situation (positive or negative), what you believe the client (child) learned from the situation.
9. **Creative Evaluation:**
 - a) How would you handle the situation in the future, given the same set of circumstances and the same agency frame of reference? Why?
 - b) How would you like to handle that situation in the future if you had the chance to change the approach used and the agency frame of reference? Why?

B) SEMINAR REPORT

1. **Child Care Worker Student:**
2. **Date:**
3. **Problem Presented:** Outline the problem, giving pertinent background details - i.e. a case outline, including references to: issues of development (psychology); family dynamics; treatment complication; etc.
4. **Problem Defined:** Brief description of the problem broken down into specific areas that are workable.
5. **Goals:** Briefly describe the goals (what you are attempting to accomplish) which logically flowed from the problem definition.
6. **Methods:** Outline the methods devised for achieving the goals under:
 - a) Long Term Plan - broad general statement on the method(s) of goal achievement.
 - b) Short Term Plan - describe the specific methods which represent the steps or progression towards the overall goal - spells out clearly what will be done.
7. **Problems Interfering with Treatment:** Describe possible obstacles that exist in this situation, which might interfere with goal achievement.
8. **Creative Alternatives:**

What do you think would be an ideal:

 - a) mileau
 - b) set of goals - long term
- short term
 - c) treatment or education approach or methodology?

Why?

C) FIELD PLACEMENT REVIEW

The student will submit a written report on his/her placement. The paper should be thorough and developed along these guidelines:

1. General philosophy/ideology of the placement agency.
2. The target group/population served by the agency, (age, sex, types of problems, groups they won't serve).
3. The goals and objectives for the clients in this agency.
4. The various methodologies used by the agency:
 - a) the stated methodologies
 - b) the methodologies actually employed.
5. The program and administration staff structure of the agency. Show on a diagram the levels and types of staff. Indicate by arrows the system of reporting, responsibility or accountability.
6. Describe the functions, jobs, assignments, purposes and expectations of the student placement in this agency.
7. Place the student in your structure diagram(s).
8. Assess and evaluate (6). Was this placement worthwhile, challenging, educational, stressful, demanding, etc. In what ways? Use incidents to support your evaluation.
9. Assess (1) to (3). Does the agency fulfill or accomplish its defined goals? Are its methods compatible and consistent with its stated philosophy and goals? If you were director of this agency, how would you change/improve it? Use experiences you have had there to support your positions.

PROFESSIONAL OBLIGATIONS

1. To regard the welfare of the individuals, the groups 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.
5. To work co-operatively with other persons having regard for their areas of competence.
6. To use care in expressing views on the findings, opinions and professional conduct of colleagues, confining such comments to matters of fact and matters of his own knowledge.
7. To respect the privacy, dignity and other rights of clients.
8. To use in a responsible manner information received in the course of professional relationships.

Following are a number of rules pertaining to the student's relationship to the field placement location he or she will be working in. It is imperative that each student comprehend fully and follow closely these rules so as to get the maximum educational value from his or her field placement experience.

1. Find out all you can about your field placement setting, its policies, functions, and general philosophy taking care to ask only 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 contact person.
3. Do not be afraid to 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 and observe.

5. Never be judgmental on the programme 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 programme. Never be openly critical. Concerns of the service delivery can be discussed in the confidence of the Integrated Seminar.
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 if you are asked.
8. Any problems encountered in your field placement should be taken to your field work supervisor. Never confront the staff with the problem.
9. Make sure you are always on time for your placement and contact the field work supervisor and the field placement well in advance if it is necessary for you to be absent.
10. Remember, that the experience 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. This is applied to other staff within your field placement as well as outside. At the field placement keep your records and correspondence in a confidential manner. During the Integrated Seminar you will maintain confidentiality by referring to your clients by fictitious names and deleting only facts that you believe to be identifying to those present.
11. Always complete all assignments that you must do while at field work.
12. The Integrated Seminar is correlated to your field placement and is compulsory.