

NATURE OF COURSE:

This is the fourth level of field placement in the Child Care and Adolescent Worker Program. It is designed to further the student's practical CCAW training.

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**

**COURSE OUTLINE**

**Course Title:** Fieldwork IV

**Code No.:** C.C.W. 438-14

**Program:** Child Care & Adolescent Worker

**Semester:** First/Second (350 hours)

**Date:** SEPTEMBER, 1987

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NEW: \_\_\_\_\_ REVISION:  X

APPROVED:  N/Koch  N. KOCH  
CHAIRPERSON

Aug. 10/87   
DATE

COURSE OUTLINE: CCW 438-14 FIELDWORK IV Con't 2  
CHILD CARE & ADOLESCENT WORKER (Inst. J. Arbus)

**NATURE OF COURSE:**

This is the fourth level of field placement in the Child Care and Adolescent Worker Programme. It is designed to further the student's practical CCW training.

**OBJECTIVES:**

1. Further development of the student's practical skills, as per DACUM/CCW evaluation form outline.
2. Develop skills of self-evaluation.
3. Develop ability to evaluate own work and attitude in specific situations and specific interactions.
4. Further develop the ability to integrate knowledge and theory with practical work.
5. Further develop professional skills and attitudes in relation to resolution of treatment concerns or interaction concerns.
6. Develop a full understanding of the workings of the particular agency in which the student is placed.

**REQUIREMENTS:**

Fieldwork IV is conducted in an individualized learning mode. Students will meet once as a group with the instructor, at the start of the placement. This meeting will be for sorting out the various assignments. Thereafter students will be in their individual placements. Even where more than one student is in the same agency, the placement learning process is treated as an individualized process.

At the beginning of the placement the students are to develop personal and professional performance objectives, with the assistance of the instructor. The CCW DACUM as represented in the fieldwork evaluation form is the model used for this goal planning process. The goals are monitored by the student, the instructor, and the agency supervisor throughout the placement.

The student, the instructor, and the agency supervisor will strategize and develop placement work experiences which will enable the students to reach their objectives. These experiences are monitored and modified throughout the placement.

Students must maintain a weekly "diary" on their progress through the placement. Space for this is provided in the fieldwork evaluation form.

Students may be asked to maintain time sheets as well.



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Regular meetings between the instructor and the student, and usually including the agency supervisor, will afford the opportunity to monitor the individual student's progress, as well as to teach and discuss other issues related to the particular student's placement. Where circumstances allow, the instructor will be prepared to demonstrate such things as, treatment methodologies, methods of professional conduct, or instruct in such areas as intra-agency or inter-agency functioning. Again, the focus is on facilitating learning at the individual student's level.

**EVALUATION:**

a) Students will be required to develop and maintain a goal attainment record. Format to be provided. This will be reviewed with the instructor and revised as necessary.

b) There will be a mid-placement progress report, and a final placement evaluation. Each student will have considerable input into their own progress report and evaluation. The agency supervisor and the instructor will have considerable input as well. The evaluation will encompass the student's achievement of objectives, as well as their process of achievement and performance.

The College's format will be used for both the mid-placement progress report and the final evaluation. Each student will be fully aware of what is in their evaluations. The instructor then collates this information and assigns a final grade.

c) Toward the end of the placement each student will be required to write a "Field Placement Review". The outline for this is attached. This is to be submitted to the instructor and the agency supervisor prior to the student's last day of placement. This will be considered by the instructor in the final assignment of grade, along with the evaluations.

**ADDITIONAL NOTES:**

1. Students are expected to observe the CCW Placement Policies. Each student will receive a copy of these at the start of the placement.
2. Students are expected to read the "Professional Obligations", attached to this outline.

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**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 you structure diagram(s).
8. Assess and evaluate (6). Was this placement worthwhile, challenging, educational, stressful, demanding, etc. In what ways? Use incidents to support you evaluation. How could the placement experience be improved?
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.

ADDITIONAL NOTES:

Students are expected to observe the CCW Placement Policies. Each student will receive a copy of these at the start of the placement. Students are expected to read the "Professional Obligations" attached to this outline.



**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 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 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, observe, and work.



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5. Try to avoid premature judgmentalism 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. Be careful about being openly critical. Concerns of the service delivery can be discussed in the confidence of the supervision meeting, or with the instructor.
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 field work supervisor. Never confront the staff with the problem in front of clients - wait for a private, appropriate time. Be diplomatic!
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 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. 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.
11. Always complete all assignments that you must do while at field work.

JA/mg