

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  
Date: SEPTEMBER 1988  
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New: \_\_\_\_\_ Revision: X

APPROVED: N. Koch N. KOCH  
Chairperson

Sept '88  
Date

**NATURE OF COURSE:**

This course is designed as a co-requisite to Fieldwork IV. The purpose will be to give the student 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. Reference is also made to material drawn from the other CCW courses e.g. Psychology, Group Dynamics, Counselling, etc.

**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.

Powell, S.J. (1969) Why Am I Afraid to Tell You Who I Am? Valencia, California: Taber.

**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 and readings at a graduate level. The instructor with student input, will determine the grading for this section. These 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) outstanding 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) satisfactory 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 CASE 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?