

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

COURSE OUTLINE

Course Title: FIELD WORK II

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Code No.: CCW 238-8

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Program: CHILD AND YOUTH WORKER

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Semester: THREE AND FOUR

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Date: SEPTEMBER 1990 Previous Date: SEPTEMBER 1989

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APPROVED: K. DeGasario DATE: June 29/90

Course Outline: Field Work II CCW 238-8  
Instructor: Mary Ritza

NATURE OF COURSE

This is the second level of field placement in the Child and Youth Worker Program. It is designed to further the student into the practical training of the field.

STUDENT PERFORMANCE OBJECTIVES

1. To further the development of the student into the practical nature of the course as per DACUM/CYW evaluation form outline.
2. To further develop the ability to integrate the knowledge and theory with practical work - with special emphasis on the various developmental needs of adolescents.
3. To further develop professional skills and attitudes in relation to treatment or interaction concerns.
4. To further develop one's own self-awareness and to handle perceptions and observations from other professionals in a professional manner.
5. To further the process of self-evaluation of one's own work and attitude in specific situations and with various other professionals in the treatment setting.
6. To develop an understanding of the workings of the particular agency in which the student is placed.

COURSE REQUIREMENTS

Field Work II is conducted in an individualized learning mode. Students will meet once as a group with the instructor at the start of placement to sort out various assignments and will meet thereafter as a group at the discretion of the instructor. Even where more than one student is at the same setting, the placement learning experience is treated as an individualized process. The end result will be similar for all. The route each student takes will be specific to their needs, consistent with overall requirements.

Students must maintain a weekly "diary" on their progress through the placement. Space for this is provided in the field work evaluation form. Students will be required to maintain time sheets.

Personal and performance objectives will be established with the instructor and in accordance with the DACUM/CYW guidelines. The agency supervisor will be aware of the expectations and will have considerable input into the evaluation process.

Regular supervision meetings with the student, agency supervisor, and instructor will afford the opportunity to monitor the individual student's progress. The instructor will also be prepared to use this opportunity to demonstrate such things as treatment methodologies, methods of professional conduct, or treatment theories as applicable to the situation.

Two hundred (200) hours is an expected minimum as per Field Work policies for this level of placement.

#### EVALUATION METHODS

Students will be evaluated on an ongoing basis with formal reports issued both a mid-term and at finals. Each student will have input into his/her evaluation to a certain extent and will be aware of what is on the form. The field agency supervisor and college supervisor will decide the final format and the grade will be issued by the faculty.

Evaluations must be completed prior to the end of placement.

Field work evaluation is subjective. It is not an exact science - nor can it be expected to be an exact science. Agency circumstances change and student needs change in the course of field work. The faculty member provides the consistency required for fair and accurate placement evaluation.

#### ADDITIONAL NOTES

1. Students are expected to know and adhere to C.Y.W. Placement Policies. Each student will receive a copy of these at the start of Placement.
2. Students are expected to read and adhere to the "Professional Obligations" attached included in 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 view 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.

3. Do not be afraid to ask the staff for guidance. Do not plunge into something you know nothing about. It is common courtesy to check everything out first with other staff.
4. Be polite, courteous, and attentive. Remember, you are there to learn, observe, and work.
5. Avoid premature judgmentalism 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 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 correspondence in a confidential manner.
11. Always complete all assignments that you must do while at field work.

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CHILD & YOUTH WORKER PROGRAM

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

Student Agreement Form

Regarding the Child and Youth Worker Course Outline:

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

I understand its contents and agree to adhere to them.

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

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

ADDENDUM

**To All Students:**

In order to assist you in your attempt to complete your course requirements, any special needs accommodation that you may require should be identified to the instructor. Please identify your concern before the next class and submit a written verification within these first three week.