

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: FIELD WORK 4

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Code No.: CCW 438-14

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Program: CHILD & YOUTH WORKER PROGRAM

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Semester: FIVE

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Date: SEPT. 1991 Previous Date: SEPT. 1990

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APPROVED:

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School of Human Sciences  
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DATE:

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COURSE OUTLINE: CCW 438-14 FIELD WORK 4

Professor and Placement Supervisor: Jeffrey Arbus (plus part-time faculty)

NATURE OF COURSE:

This is the senior level of field placement in the Child and Youth Worker Program. It is designed to further the student's practical CYW training.

OBJECTIVES:

For the student to:

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

REQUIREMENTS:

Field Work IV is conducted in an individualized learning mode. Students will meet initially 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. The end result will be similar for all. The route each student takes will be specific to their needs, consistent with overall requirements, and responsive to placement agency circumstances.

A. At the beginning of the placement, the students with the assistance of the instructor are to develop personal and professional performance objectives. The CYW/DACUM as represented in the field work evaluation form is the main model used for this goal planning process. The goals are monitored by the student, the instructor, and the agency supervisor throughout the placement. Goals are modified and additional goals developed during the course of 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.

B. Students must maintain a weekly "diary": on their progress through the placement.

C. Students will be required to maintain College placement time sheets. This procedure will be explained. There may be additional reporting and monitoring requirements for individual students, as assigned by the individual placement or by the College instructor.

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 and circumstances.

D. 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 regularly.
- b) There will be a mid-placement progress report, and a final placement evaluation. The evaluation will encompass the student's achievement of objectives, as well as their process of achievement and performance. Evaluation is co-ordinated and organized by the College field work teacher, with additional input by the agency supervisor and the student. Evaluations must be completed and reviewed by the end of the placement.

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 College 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". 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. The outline for this review will be provided by the instructor.
- d) Punctual completion of assignments also will be considered by the instructor in assigning the field grade.

Note: Field work evaluation is subjective. It is not an exact science, and should not be regarded as an exact science. Agency circumstances change and student needs change during the course of field work. The instructor provides the consistency required for fair and accurate placement evaluation.

ADDITIONAL NOTES:

1. Students are expected to observe the CYW Placement Policies. Each student will receive a copy of these at the start of the placement. Any breach of these policies, including items related to attendance, punctuality, attitude, confidentiality etc. could result in disciplinary action, suspension or termination of the placement.
2. Students are expected to read the "Professional Obligations", attached to this outline.

COLLEGE GRADING POLICY

A+ = 90-100%  
A = 80- 89%  
B = 70- 79%  
C = 60- 69%  
R = Repeat (Less than 60%)

GRADING:

Fieldwork is assigned an "S" or "U" grade ("S" = satisfactory completion requirements; "U" indicates unsatisfactory completion or incompleteness of requirements). Additional comments in the evaluation form will identify particular areas of strength and areas for improvement.

Students must be successful in this course in order to continue placement in Semester 6.

NOTE: This outline may change. Any changes will be communicated to students as soon as possible.

PROFESSIONAL OBLIGATIONS: (Keep in mind that you are a student on this place)

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/her own knowledge.
7. To respect the privacy, dignity, and other rights of clients and fellow staff.
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 launch into something you know nothing about.
4. Be polite, courteous, and attentive. Remember, you are there to learn, observe, and work. A degree of assertiveness is also expected, in obtaining feedback, getting information required, and in generating new ideas.
5. Try to avoid premature 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 College instructor.
6. Dress and personal deportment are according to acceptable norms of the placement setting. Remember, you are representing your profession, your College, and yourself. A high degree of professionalism is expected. Attendance and punctuality requirements are addressed in the "Program Policies", and under #9 below.
7. Be willing to share any information regarding clients 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! Report all incidents to the College field work teacher immediately.
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 manner consistent with agency guidelines and policies.
11. Always complete all assignments that you must do while at field work.