

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

COURSE OUTLINE

Course Title: INTEGRATED SEMINAR

Code No.: CCW 115 and CCW 202

Program: CHILD & YOUTH WORKER PROGRAM

Semester: FIRST & SECOND

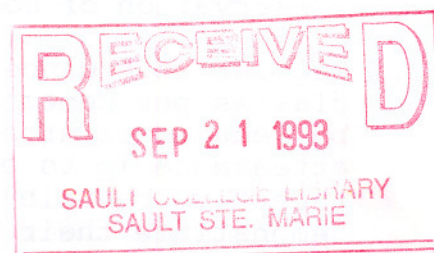
Date: SEPTEMBER 1993/JANUARY 1994
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Author: McFarling/Ritza

New: _____ Revision: X

APPROVED: K. DeRosario
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

DATE: June 23/93



Integrated Seminar I (CCW 115 & CCW 202)
McFarling/Ritza

NATURE OF COURSE

This course is designed as a corequisite to Fieldwork 1A & 1B. Seminar provides the forum through which students can process their field placement experiences. Reference will also be made to material drawn from other CYW courses.

Field placement provides the student with exposure to real life situations. It enables them to gain self-confidence in their abilities, become aware of their motivations and share experiences with professionals in various disciplines involved with caring for and teaching both emotional growth and physical health. This course is designed to facilitate the growth of the student into a competent worker. By meeting as a group, the student will discuss their experiences in the field - problems, anxieties and feelings.

COURSE OBJECTIVES

1. Using the students field placement as references:
 - a) Share and compare the treatment philosophies of the agencies in which the students are working.
 - b) Using specific examples, discuss any concerns the students may have in the treatment of children and youth.
 - c) Help the student evaluate his own work and attitudes in specific situations and with particular children.
2. To improve the students' observation skills and the way in which his/her observations are communicated.
3. Broaden the professional scope of the student.
4. Develop the students' skill in assessing situations and in decision making.
5. Develop skills in self-evaluation.
6. Practice in report writing.

REQUIREMENTS

1. Preservation of confidentiality as per CYW policy.
2. Regular attendance at Integrated Seminar. This means that 80% of classes per semester is minimum attendance. The total grade will be reduced if attendance falls below 80%. The purpose of attendance is to ensure that presentations are done before a receptive contributing audience as well as to allow students to demonstrate their professional commitment. Graduate level participation is expected and one cannot participate if absent!

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Allowance is made here for illness and emergencies - the instructor reserves the right to ask for verification of absence in any case.

Participation in presentations and discussions is expected. The instructor will determine the grading for this section.

3. Graduate level participation in presentations and discussions.
4.
 - a) Incident Report
 - b) Seminar Report
 - c) Field Placement Review
 - d) Activities ReportSee attached sheets.

EVALUATION

For an "A":

- 3 oral presentations according to the "Incident Report" form - 5 to 10 minutes in length - in each semester. Schedules to be discussed in class
- plus 2 written "Incident Reports" - (both semesters)
1-2 pages in each due:
First semester - 1st - mid-November; 2nd - end November
Second semester - 1st - end January; 2nd - end of February
- plus 1 written "Seminar Report" - 2-3 pages (2nd semester)
mid March
- plus 1 "Final Placement Review Report" - 3+ pages (2nd semester)
- seminar - CCW202)

For a "B":

CCW202 also requires:

- 2 oral case presentations (both sem) - activities reports X2
- 1 written Incident Report (both sem) - gross motor-phys ed
- 1 written Seminar Report (2nd sem) - fine motor and/or literacy activity
- 1 Final Placement Report (2nd sem)

For a "C":

CCW202 also requires:

- 1 oral case presentation () - activities reports X1
- 1 written Seminar Report (2nd sem) - gross motor-phys ed
- 1 Final Placement Report (2nd sem) - fine motor and/or literacy activity

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.

TEXT

I Never Knew I Had a Choice, 4th ed. Corey & Corey, Brooks/Cole
Man's Search of Meaning, Viktor Frankl, Touchstone Books

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A) INCIDENT REPORT

1. Field Placement:
2. Child and Youth 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 this 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?

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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 you 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 cooperatively 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 students' 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 or 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 instruction of the field contact personnel. New approaches to assignments must first be approved by the field contact person.
3. 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.

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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 Seminars 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.

ACTIVITY REPORT

Name and Type of Activity

Purpose of Activity

General Description & Rules

Supplies and Equipment required (if necessary)

Age Range

Length of Activity

Value of Activity

Evaluation - How did it go?

What would you change?

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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 weeks.