

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE



Course Title: INTEGRATED SEMINAR II
Code No.: CCW 215-1
Program: CHILD AND YOUTH WORKER
Semester: THREE AND FOUR
Date: SEPTEMBER 1994/JANUARY 1995
Previous date: SEPTEMBER 1993/JANUARY 1994

MARY E. RITZA, C.C.W., B.A.

NEW: _____

REVISED: X

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

DATE: *Aug. 15/94*

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

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PHILOSOPHY AND GOALS OF COURSE

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 students will discuss their experiences in the field problems, anxieties, and feelings.

STUDENT PERFORMANCE OBJECTIVES

1. Using the student's 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 student's 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.

COURSE REQUIREMENTS

1. Preservation of confidentiality as per CYW Program policy.
2. Regular attendance at Integrated Seminar.
 - 80% of classes per semester is minimum
 - 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.

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- graduate level participations is expected, and one cannot participate if absent!
- allowances made here for illness and emergencies
- the instructor reserves the right to ask for verification of absence in any case
- participation in presentations and discussion 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

See attached sheets.

5. Two "Activities" write-ups of activities you have done. Describe the activity, its purpose, and evaluate. Due by third month of placement.

EVALUATION METHODS

For an "A":

- three (3) oral presentations according to the Incident Report form, 5 to 10 minutes in length
- plus two (2) written Incident Reports - one to two pages.
Due date for both is end of second month of placement i.e. October or February
- plus one (1) written (Seminar Report) - two to three pages.
Due date is end of third month of placement i.e. November or March
- plus one (1) Final Placement Review Report - three + pages.
Due date is last month of placement i.e. December or April
- attendance and participation as per course requirements
- two (2) Activity Reports

For a "B":

- two (2) oral case presentations
- one (1) written Incident Report.

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- one (1) written Seminar Report.
- one (1) Final Placement Report.
- two (2) Activity Reports.
- attendance and participation as per course requirements

For a "C":

- one (1) oral case presentation.
- one (1) written Seminar Report.
- one (1) Final Placement Report.
- attendance and participation as per course requirements
- two (2) Activity Reports.

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. If this cannot be done for any reason, the student's grade will reflect this.

Written reports may be handed in at any time. However, it is strongly suggested you begin the first month of placement. The Final Report can only be handed in at the end of the placements.

Evaluation of final grade will be based not merely on quantity of presentations but on quality as well. An "A" can be earned if "A" reports are written. Participation in discussions is also a requirement.

TEXT

- "Youth at Risk", Capuzzi, Dave & Gross, Douglas
American Association for Counselling and Development
- "Becoming a Helper". Corey and Corey, Brooks/Cole

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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 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?

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B) SEMINAR REPORT

1. Child and Youth Worker Student:
2. Date:
3. Problem Presented: Outline the problem, giving pertinent background details.
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) milieu
 - b) set of goals - long term
- short term
 - c) treatment or education,
approach or methodology

Why?

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C) 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, group 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 your structure diagram(s).
8. Assess and evaluate (6). Was this placement worthwhile, challenging, educational, stressful, demanding, etc. How did the agency help you jto fulfill your learning objectives? How would you change/improve your placement experience?
9. Assess (1) to (3). From your perspective, does the agency fulfill or accomplish its defined goals? Are its methods compatible and consistent with its stated philosophy and goals? Be prepared to support your statements with specifics.

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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 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.
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 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 obtain the maximum educational benefit 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 only 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.

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3. Always ask 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.
5. Never be judgmental 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. 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 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. During the Integrated Seminar 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.
11. The Integrated Seminar is correlated to your field placement and is compulsory.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
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.