

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

COURSE OUTLINE

Course Title: INTEGRATED SEMINAR

Code No.: CCW 109

Program: CHILD & YOUTH WORKER PROGRAM

Semester: FIRST

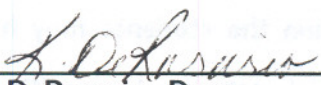
Date: SEPTEMBER 1995
Previous date: SEPTEMBER 1994

Authors: McFarling/Ritza

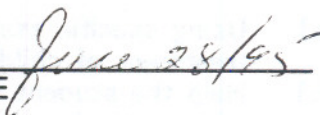
Instructors: Brady/Ritza

New: Revision:

APPROVED:


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

DATE


June 28/95

Integrated Seminar I (CCW 109)

Brady/Ritza

CO-REQUISITE: Fieldwork I - CCW 128-7

I. PHILOSOPHY/GOALS

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. The focus will be on the art and science of observation of human behaviour. The principles that will be learned will be applied to both the behaviour of others and to one's own behaviour as a helping professional.

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.

II. STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Define behaviour and examine one's own behaviour with regard to time management, study skills, classroom behaviour, etc.
2. Describe and demonstrate the differences between perception and behaviour.
3. Apply the methodologies of observation pertinent to a practical or simulated setting.
4. Describe the characteristics of the environment of the child.
5. Using the students field placement as references:
 - a) Using specific examples, discuss any observation the students may have in the treatment of children and youth.
 - b) Help the student evaluate his/her own work and attitudes in specific situations and with particular children.
6. To improve the students' observation skills and the way in which his/her observations are communicated.
7. Broaden the professional scope of the student.
8. Develop the students' skill in assessing situations and in decision making.
9. Develop skills in self-evaluation through assessment of their strengths and weaknesses.
10. Practice in report writing.

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III. TOPICS TO BE COVERED

Theories of observation, observational strategies, application of observational strategies to the field, recording techniques, application and rationale for use of these techniques and professional standards and practice. Field placement experience will be utilized and processed as part of shared professional learning.

IV. REQUIRED STUDENT RESOURCES

- personal daytimer
- text: Look/Hear – Developing Programs for Primary Children Based on Observation of Learning Needs

V. 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. Professional level participation is expected and one cannot participate if absent!

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 required. The instructor will determine the grading for this section.

3. Professional level participation in presentations and discussions.
4. Students will be required to submit a plan outlining an overview of their academic schedule for this semester including time allotted for study.
5. Students will be required to submit a brief observation of classroom and school structure outlining safety/fire drill procedures reporting procedures and pertinent school policies as they relate to your role on placement.
6. Two written Incident Reports according to format.
Two oral Incident Report presentations according to format – 5-10 minutes in length.

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VI. EVALUATION

1. Personal Strategic Plan 5%
Due third class in September.
2. Classroom Report 10%
Due third week of placement.
3. First Incident Report 10%
Due second week of November.
4. Second Incident Report 10%
Due first week of December.
5. Two oral presentations (2X10) 20%
Schedules to be drawn up in class.
6. Participation – 80% of classes worth 45%

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 class so that everyone is aware of expectations. If a presentation is missed for any reason, the opportunity to re-schedule may not be available.

For an A+ (90–100):

Students will attend every class and will participate in a meaningful manner, i.e. providing alternatives to other students, giving support, sharing insight, etc. at each class in a respectful manner.

All assignments will be handed in on time and written in a professional style. This means assignments will need to be typed and free of errors in order to achieve a grade such as this.

For an A (80–89):

All assignments listed above required according to "above average" standard – due dates same.

For a B (70–79):

Only one (rather than two) written Incident Reports required. Other assignments same according to an "average" standard.

For a C (60–69):

One written Incident Report and one oral presentation required according to "below average" standard.

*If a student receives an R grade in this course, it follows that an R grade will be assigned for FW 128-7.

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VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in this course should consult the instructor and the PLA Coordinator.

VIII. SPECIAL NOTES

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

IX. A) INCIDENT REPORT

1. Field Placement:
2. Child and Youth Worker Student:
3. Case Name: (Leave Blank) Age and Grade Level
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.
 - b) Explain your rationale.

Note: These incident reports – both oral and written – should reflect one's own interaction in a situation. Descriptions of interactions involving other staff or team members does not fulfill this requirement.

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X. 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 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.
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.
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.

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PROFESSIONAL OBLIGATIONS CONTINUED

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.

**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:

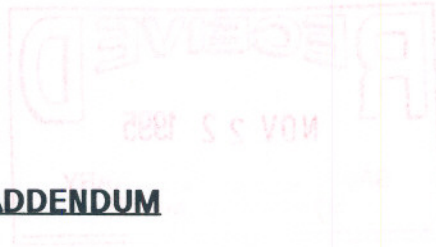
I, _____, have read the C.Y.W.

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 weeks.

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