

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: FIELD WORK I

CODE NO.: CCW128 SEMESTER: ONE

PROGRAM: CHILD AND YOUTH WORKER

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DATE: SEPT. 96 PREVIOUS OUTLINE DATED: SEPT. 95

APPROVED:

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Dean, Human Sciences and
Teacher Education

Date

July 3/96

TOTAL CREDITS: 7

LENGTH OF COURSE: 17 WEEKS

PREREQUISITE: NONE

TOTAL CREDIT HOURS:

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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I. COURSE DESCRIPTION

This is the first level of field placement in the Child and Youth Worker program. The emphasis in this course is on the integration of theory with practical experience and the development of the student as a professional Child and Youth Worker.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

1. Interact with other professionals and team members in ways that contribute to effective working relationships and the achievement of goals within an educational setting.

Elements of the Performance:

- work collaboratively with supervisors to identify tasks to be completed in the assigned classroom.
- establish and implement strategies to accomplish the tasks.
- clarify one's own roles and responsibilities within the setting and fulfill them in a professional manner.

2. Develop and maintain therapeutic relationships with children in ways that promote growth and development.

Elements of the Performance:

- model attitudes and behaviour appropriate to the classroom setting.
- demonstrate warmth and genuineness in responding to the unique needs of each child.
- provide appropriate levels of assistance and support throughout the day.

3. Communicate effectively in verbal, non-verbal and written forms which enhance the quality of service.

Elements of performance:

- plan and organize communications according to the purpose and audience.
- choose the appropriate form of communication.
- incorporate the content that is meaningful to the task.
- use language and style suitable to the audience and purpose.
- evaluate communications and adjust for any errors in content, structure, style and mechanics.

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4. Engage in on-going self-assessment for the purpose of enhancing professional performance.

Elements of the Performance:

- review the results of one's actions and decisions.
- reflect on the processes and practices used.
- identify any errors and make corrections.
- examine the impact of personal values and beliefs on actions and decisions.
- evaluate and act upon constructive feedback.

III. TOPICS:

1. Professional Obligations (attached)
2. Classroom Management Issues
3. Developmental Needs of Children

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Placement Package (provided by College)

V. EVALUATION PROCESS/GRADING SYSTEM

Students will be evaluated on an ongoing basis. An Evaluation Progress report will be issued in December. Final evaluation will be issued in April. Each student will have input into their evaluation to a certain extent but the field agency supervisor and college supervisor will decide the final format and the grade will be issued by the instructor. Student must be successful in CCW 128 in order to progress to CCW 200.

A component of the Field Work evaluation is attendance at the introduction to field work classes and Integrated Seminar class. Failure to attend the introductory classes will jeopardize your placement. I (CCW 128) is conducted in an individualized learning mode. Students will identify their individual learning objectives at the start of placement and will develop strategies with the instructor to attain those objectives.

1. Students must maintain a weekly "diary" on their progress through the placement. A notebook to be left at placement is required.
2. Personal performance objectives will be established with the instructor and in accordance with the CSAC/DACUM/CYW guidelines. The agency supervisor will be aware of the expectations and will have considerable input in the evaluation process.

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3. Students will be required to maintain College Placement time sheets on the calendar provided in your package. This is to be posted at the placement for agency supervisor and student to monitor.
4. Weekly checklists re: duties will be submitted to the instructor of Integrated Seminar.
5. Regular supervision meetings with the student, agency supervisor (teacher) and instructor will afford the opportunity to monitor the individual student's progress. The instructor will also be prepared to use this opportunity to discuss and suggest such things as treatment methodologies, methods of professional conduct or teaching theories as applicable to the situation.
6. Requirements as part of Integrated Seminar will be fulfilled as well.
7. Students are expected to observe the CYW Placement Policies. Each student will receive a copy of these at the start of Placement. Any breach of these policies, including items relating to attendance, punctuality, attitude, confidentiality, etc. could result in disciplinary action, suspension or termination of the placement.
8. Students are expected to read and adhere to "Professional Obligations" attached to this outline.

VI. COLLEGE GRADING POLICY

- 90 - 100% = A+
- 80 - 89% = A
- 70 - 79% = B
- 60 - 69% = C
- BELOW 60% = R

VII. SPECIAL NOTES

Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext 493, 717, 491 so that support services can be arranged for you.

Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

VIII PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.

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IX. 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.

