

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

COURSE OUTLINE

Course Title: FIELD WORK 4

Code No.: CCW 420/CCW425

Program: CHILD & YOUTH WORKER PROGRAM

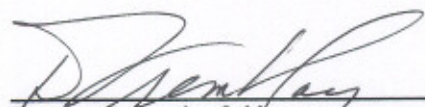
Semester: FIVE/SIX

Date: SEPTEMBER 1996
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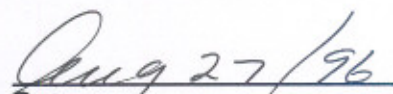
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APPROVED:



Dean, School of Human
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Date

****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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DEFINITIONS

In this outline:

"Student" refers to the College C.Y.W. student

"Client" refers to the recipient of service - this may be a "client" in a children's service setting or a "student" in a school setting or a "family" in a family services setting, or it may have a broader application in a community development setting

"Placement Site Supervisor" refers to the person assigned by the placement site to be the C.Y.W. student's on-site supervisor

I. PHILOSOPHY/GOALS

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.

II. OBJECTIVES

For the student to:

1. in consultation with CYW faculty, identify and write individual learning objectives (as per Compendium of CYW Skills) outline as described in the student's "goal attainment" records.
2. develop and demonstrate ability to evaluate own performance and attitude in specific situations and specific interactions, by completing agency and College reports and evaluations, and by regularly updating Goal Attainment Records
3. demonstrate the ability to integrate knowledge and theory with practical work by completing specifically assigned reports as assigned by CYW faculty and/or placement site supervisor.
4. demonstrate professional skills and attitudes in relation to resolution of treatment or interaction concerns by participating in supervision, staff meetings, case conferences, debriefing and other placement-related situations as required or assigned.
5. demonstrate a practical understanding of the workings of the particular agency in which the student is placed by reviewing agency policies and procedures and reporting on same.
6. completion of one "project proposal" which obtains approval of Placement Site Supervisor and CYW faculty.
7. Complete one "special project" for the placement agency as per item 2(c) on this outline
8. Completion of other specific tasks as assigned.
9. Demonstrate the ability to give feedback to agency by completing a "Field Placement Review".

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III. REQUIREMENTS

Field Work IV is conducted in an individualized learning mode. Students will meet 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 individualized. 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 Compendium of Skills 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 assignments which will provide opportunities for the students to reach their objectives. These assignments are monitored and modified throughout the placement.

- B. Students must maintain a weekly record of their activities and progress through the placement.
- C. Completion of one special project (e.g. "Life Skills" Group Teaching project), on site. This must be approved by the Agency Supervisor and College Supervisor before implementation. Project description (written) must include: Background and rationale; objectives; methods; resources needed; results; summary and evaluation. Proposal to be submitted to both the Agency and College fieldwork supervisors, in proper proposal-writing format. See Integrated Seminar outline
- D. Students will be required to maintain and submit 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. The instructor will be prepared to provide advice and demonstration of such processes 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.

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E. 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. This must be submitted with the mid-placement progress report, and with the final placement evaluation. All submissions must be signed by the placement supervisor.
- b) There will be two performance evaluations – one at mid-placement and one at the end. The evaluation will encompass the student's achievement of objectives, as well as their process of achievement and performance. Evaluation is coordinated and organized by the College field work teacher, with input by the Placement site supervisor and the student.

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 attendance at placement and completion of assignments 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.
3. Students are expected to be familiar with the College's "Student Rights and Responsibilities" policies.

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IV. GRADING

Fieldwork is assigned an "S" or "U" grade ("S" = satisfactory completion of requirements); "U" indicates unsatisfactory completion or incompleteness of requirements or "R" (repeat). Additional comments in the evaluation form will identify particular areas of strength and areas for improvement. Students must be successful in CCW 420 in order to continue placement in CCW 425.

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 trainee on this placement)

1. To regard the welfare of the individuals you serve, the agency, and the College as your primary professional duty.
2. To hold yourself 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 activities.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use care in expressing your view on the findings, opinions, and professional conduct of colleagues, confining such comments to matters of fact and matters of your own knowledge.
7. To respect the privacy, dignity, and other rights of clients and fellow staff (see policy on confidentiality).
8. To use in a responsible manner information received in the course of professional relationships.
9. To follow the CYW Code of Ethics (attached), where applicable to students.

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Following are a number of rules pertaining to the student's relationship to the field placement agency in which he or she will be training. It is imperative that each student comprehend fully and follow closely these rules to get the maximum educational value from the 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 Placement Site Supervisor.
3. 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 which is 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 about the service delivery can be discussed in the confidence of the supervision meeting, or with the College Professor or Placement Site Supervisor.
6. Clothing 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 relevant staff who work there.
8. Any problems encountered in your field placement should be taken to your Placement Site 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. See also the Placement Policies for more on attendance and punctuality.
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. At the field placement keep your records and correspondence in a manner consistent with agency guidelines and policies.