

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: FIELD WORK II

Code No.: CCW238 Semester: THREE & FOUR

Program: CHILD AND YOUTH WORKER

Instructor: Donna Mansfield

Date: Sept '98 Previous Outline Date: Sept '97

Approved: _____

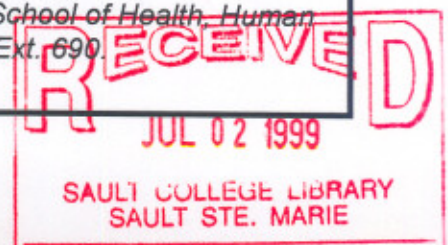
**D. Tremblay, Dean
Health and Human Services**

Date: _____

Total Credits: 9 Prerequisite(s): CCW200 & 131

Length of Course: 15 WKS Total Credit Hours: 135

Copyright © 1998 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without the prior
written permission of The Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Donna Tremblay, Dean, School of Health, Human
Sciences and Teacher Education, (705) 759-2554, Ext. 690.



I. COURSE DESCRIPTION:

This is the second level of field placement in the Child and Youth Worker Program. Competency standards comply with CSAC, DACUM and OACYC ethical guidelines. Emphasis is on the integration of theory and 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 the course, the student will demonstrate the ability to:

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

Elements of Performance:

- work collaboratively with supervisors and the staff team to identify the roles and responsibilities of the student on placement.
- establish and implement strategies to accomplish these tasks and student's individual learning objectives.
- utilize the theoretical learning as it applies to the placement in order to develop professional working relationships.

2. Interact with youth in ways that promote growth and development.

Elements of Performance:

- model attitudes and behaviour appropriate to the setting.
- demonstrate warmth and genuineness as part of the counselling skills training, in responding to the unique needs of each client.
- utilize activity planning as a tool to build relationship.
- demonstrate an ability to work with the client at the appropriate developmental level in ways to promote client growth.

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

Elements of Performance:

- utilize professional language in reports and in communication with agency staff.
- demonstrate an ability to communicate with clients in a professional manner that is suitable to the clients' developmental needs.
- evaluate communications and adjust for any errors in content, structure, style and mechanics.

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

Elements of Performance:

- evaluate one's own thinking, problem-solving and value system in conjunction with accepting responsibility for one's own behaviour.
- evaluate one's decisions and practices in the setting as part of self-assessment.
- review one's wellness plan as a strategy for one's overall success and self-care.
- evaluate and act upon constructive feedback.

III. TOPICS

1. Professional Obligations (attached)
2. Developmental needs of at-risk youth
3. Processes and practices of Child and Youth Work

Field Work II is conducted in an individualized learning mode as a way to assist students to meet their learning objectives and to fulfill the necessary course requirements.. Students will meet once as a group with the instructor at the start of placement to sort out various assignments and will meet thereafter once a week.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Placement Package (provided by the College.) Day-timer and Journal.

V. EVALUATION PROCESS/GRADING SYSTEM.

Students will be evaluated on an ongoing basis with formal reports issued both at mid-term and at the final of placement. Each student will have input into one's evaluation and needs to respond in writing to the evaluation. The supervisor will have considerable input to the evaluation and the college teacher will decide the final grade.

1. Students must maintain a weekly "diary" on their progress through the placement. Students are required to supply a notebook for this purpose. Diary needs to be signed weekly by placement supervisor.
2. Personal and performance objectives will be established with the instructor and in accordance with the CSAC guidelines. The agency supervisor will be aware of the expectations and will have considerable input in the implementation of these expectations.
3. Students will be required to maintain monthly College Placement time sheets to be handed in to the instructor in seminar class. This procedure will be explained in class.
4. Regular supervision meetings with the student, agency supervisor, and instructor will afford the opportunity to monitor the individual student's progress. The instructor will also be prepared to use this opportunity to demonstrate such things as treatment methodologies, methods of professional conduct, or treatment theories as applicable to the situation.
5. Students will be required to complete the compendium of skills as part of a self-evaluation.
6. Students are expected to comply with the CYW Code of Ethics
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.

VI. 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 1204, 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.

VII PRIOR LEARNING ASSESSMENT.

Please see instructor and programme coordinator in this regard.

VIII PROFESSIONAL OBLIGATIONS

1. To regard the welfare of the individuals, the group, 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 and activities.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use care in expressing view 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 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 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.
3. Do not be afraid to 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, observe, and work.

5. Try to avoid premature judgmentalism 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. Be careful about being openly critical. Concerns of the service delivery can be discussed in the confidence of the supervision meeting, or with the instructor.
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.
8. Any problems encountered in your field placement should be taken to your field work 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.
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 as well as correspondence in a confidential manner.

NOTICE OF AGREEMENT PROGRAM POLICIES

I, _____, _____

Course Outline for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Date: _____

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.