

I. COURSE DESCRIPTION:

This is the first level of field placement in the Child and Youth Worker program. 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 this 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 an educational setting.**

Elements of Performance:

- work collaboratively with supervisors to identify tasks to be completed in the assigned classroom(s)
- 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. Interact with children in ways that promote growth and development**

Elements of Performance:

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

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:
(cont.)**

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

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

Elements of Performance:

- review the results of one's actions and decisions
- reflect on the processes and practices used
- identify any errors and make corrections
- identify successes for adaptation to other situations
- 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 the College).

V. EVALUATION PROCESS/GRADING SYSTEM

Students will be evaluated on an ongoing basis, with input from both the field agency supervisor(s) and the college supervisor. At the end of term, the college supervisor will submit the final grade.

Community Practicum (CYW101-7) is conducted in an individualized learning mode. Even where more than one student is at the same school, the placement learning experience is treated as an individualized process.

1. Personal performance objectives will be established with the instructor in accordance with the CSAC/DACUM/CYW guidelines. The agency supervisor will be aware of the expectations and will have considerable input into the evaluation process.
2. Students will be required to maintain monthly College Placement time sheets and submit them monthly in their seminar class. They are also responsible for submitting their midterm and final placement evaluations on the dates specified in the Supervisor's Handbook. This document will be prepared by the student and delivered to their placement supervisor(s) at the beginning of the placement experience.
3. Students have the opportunity to make no more than two attempts at first level practicum.
4. 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 demonstrate such things as treatment methodologies, methods of professional conduct or teaching theories as applicable to the situation.
5. Requirements as part of Integrated Seminar will be fulfilled as well.
6. Students are expected to observe the CYW Placement Policies, as posted on D2L and reflected in the Supervisor's Handbook. 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.
7. Students are expected to read and adhere to the "Professional Obligations" attached to this outline.

V. EVALUATION PROCESS/GRADING SYSTEM (cont.)

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal and LMS, form part of this course outline.

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 to increase our professional competence and to willingly share your knowledge with others in our 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 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 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 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.

VIII. PROFESSIONAL OBLIGATIONS (cont.)

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, observe, and work.
5. Avoid judgement of 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 about 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 relevant 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 fieldwork 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.