

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTEGRATED SEMINAR III

Code No.: CCW 315-1

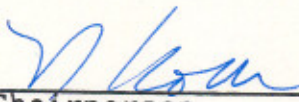
Program: CHILD AND YOUTH WORKER

Semester: FOUR

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New: \_\_\_\_\_ Revision: X

APPROVED:  N. Koch  
Chairperson

Date \_\_\_\_\_

## NATURE OF COURSE

Students in Fieldwork III will meet as a group in the Integrated Seminar. The purpose will be to give the group the opportunity to share experiences of a general nature, in order to expand each student's awareness of the various opportunities in the C.C.W. field. Toward the end students may be required to relate certain experiences from their placement. Issues of a more generalized nature (e.g. legislation, or treatment methods) will be reviewed and discussed. In this respect, reference will be made to current placements, past placements, and field activities from outside of our locale.

## OBJECTIVES

In addition to the above-noted objectives, students will:

- a) share and compare the treatment philosophies of the agencies in which the students are placed,
- b) improve observation skills and communication skills,
- c) broaden their professional scope,
- d) further develop skill in teamwork and decision making,
- e) further develop skill in report writing.

## LEARNING RESOURCES

In addition to the resources of the College, students may be required to obtain resources e.g. a text. Such requirements will be explained in class.

## REQUIREMENTS

1. Preservation of confidentiality as per C.C.W. policy on confidentiality.
2. Regular attendance at Integrated Seminar - 100% is required. When the instructor is on-site, students must be available for meetings, regardless of other scheduling or commitments. Students will know in advance of the instructor's on-site days.
3. Participation in presentations and discussion at the graduate level. The instructor, with student input, will determine the grading for this section.
4. Completion of various assignments at an appropriate level of competence. The instructor with student input, will determine the grading for this section.

5. Completion of specific reports, at an appropriate level of competence. The instructor will determine the grading for this section.

Specific reports include:

- a) Incident Reports, and
- b) Seminar Reports.

These are described in Appendix I of this course outline.

### GRADING

The final grade will be calculated according to the description of requirements. The outline below will indicate what the student must do to obtain a particular grade.

For an "A":

- a) Completion of "Activities" outlined in Appendix II of this outline.
- b) Performance of Requirements #1 through #4 as noted above.
- c) Performance of Requirement #5 as noted above, and at the following level:
  - two oral presentations following the "Seminar Report" form in Appendix I
  - two written "Incident Reports" (see Appendix I)
  - two written "Seminar Reports"

For a "B":

- a) Completion of "Activities" outlined in Appendix II of this outline.
- b) Performance of Requirements #1 through #4 as noted above.
- c) Performance of Requirement #5 as noted above, and at the following level:
  - one oral case presentation following the "Seminar Report" outline
  - two written "Incident Reports"
  - two written "Seminar Reports"

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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 detail in the class, so that everyone is aware of expectations.

Students will receive consistent feedback on their progress in this course.

Written reports may be handed in at any class prior to the final class.

\*NOTE:

Students must maintain a minimum of a "B" grade to be successful in this course.

Oral reports may be done any time provided notice is given to the instructor - to allow for preparation.

A student who does not complete all requirements for a certain grade will automatically be placed at the next lowest level. A student who does not complete at least the basic requirements for a "B" grade may be asked to continue work in this course, even though the student's placement may be completed.

This outline may be amended, with notification to the student.

A) INCIDENT REPORT

1. Field Placement
2. Child Care Worker Student
3. Case Name (Leave Blank)
4. Date
5. Description of Incident: Describe fully a significant interaction or helping situation which occurred during the week. (Pertinent details.)
6. Background of 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 the situation.
9. Creative Evaluation:
  - a) How would you handle the situation in the future, given the same set of circumstances and the same agency frame of reference? Why?
  - b) How would you like to handle that situation in the future if you had the chance to change the approach used and the agency frame of reference? Why?

B) SEMINAR REPORT

1. Child Care Worker Student:
2. Date:
3. Problem Presented: Outline the problem, giving pertinent background details - i.e. case outline.
4. Problem Defined: Brief description of the problem broken down into specific areas that are workable.
5. Goals: Briefly describe the goals (what you are attempting to accomplish) which logically flowed from the problem definition.
6. Methods: Outline the methods devised for achieving the goals under:
  - a) Long Term Plan - broad general statement on the method(s) of goal achievement.
  - b) Short Term Plan - describe the specific methods which represent the steps or progression towards the overall goal - spell out clearly what will be done.
7. Problems Interfering with Treatment: Describe possible obstacles that exist in this situation, which might interfere with goal achievement.
8. Creative Alternatives:

What do you think would be an ideal -

  - a) Milieu
  - b) Set of goals - long term  
                            - short term
  - c) Treatment or education?  
    Approach or methodology?

Why?

ACTIVITIES

- A) All students are required to maintain a journal or diary, with daily entries. This is to be a recording of the student's own thoughts or feelings daily during placement. It is not intended to reflect discussions of specific clients or co-workers. The College Fieldwork Supervisory may view it but anyone else is at the discretion of the individual student.
- B) Each student is expected to provide two days/evenings of activities for the youngsters in the unit, a subgroup or the entire group. Ideally these should run consecutively. All activities must be approved in advance by the Unit Supervisor. Each programme must be written up, for submission to the College Fieldwork Supervisor, under the following sub-headings:
- a) Name of and description of activities,
  - b) Date activities are to be run,
  - c) Purpose of activities/relevance to clients,
  - d) Materials required,
  - e) Description of outcome,
  - f) Conclusions/evaluations.

Written reports are to be neat, concise, and organized. All are due by June 13, 1989 (or sooner).

- C) The entire group of students on this placement is to plan, run, and evaluate a "theme day" for youngsters from all units. The group will have to work with the Unit Supervisors and Director of Nursing in this regard. No written submission is required, but there will be oral evaluation.
- D) Individual Programme: Each student is to identify one client with a significant behavioural deficit or excess. Following guidelines from our Learning Theory course, each student is to develop a programme for modifying that behaviour. As always, absolute confidentiality is expected. Students are expected to work closely with the Unit Supervisor, Co-Workers, and the youngster's therapist in order to complete this task. It is not expected that the programme will be implemented by the students. The design of the programme will ask for periodic updates on the progress of this programme. The final submission should be well-written, neat, and organized. This will be due on June 13, 1989.

PART E CASE HISTORY

Each student is to choose one case file regarding one of the residents in care. From the information presented in the file, the student is to prepare a "Case History" report. No names or otherwise identifying information is to be included - absolute confidentiality is expected.

The case history should include the following information:

- a) The client's past history, following Ministry of Community & Social Services guidelines,
  - b) Current assessment and/or diagnosis,
  - c) Treatment and/or intervention techniques that have been attempted,
  - d) Own evaluation of those treatment methodologies and suggestions for future objectives,
  - e) This case history will be used as a formal requirement for learning and discussion purposes in third year Psychopathology of Childhood & Adolescence course. Please keep it!
- Due Date: May 31, 1989.