

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: Fieldwork III

CODE NO.: CCW ²³⁵ 239

SEMESTER: Four

PROGRAM: Child and Youth Worker

INSTRUCTORS: Sandy MacDonald
Mike McFarling
Jeff Arbus
Mary Ritza

DATE: January, 1995

PREVIOUS OUTLINE: January 1994

NEW:

REVISED:

APPROVED: Kitty DeRosario
Kitty DeRosario, Dean
Human Sciences & Teacher ED

Jan 95
Date

Prerequisites: Successful completion of: Fieldwork II, Integrated Seminar II, Child Care Practice II, Counselling Skills II, Group Dynamics II, Recreation Leadership.

COURSE DESCRIPTION:

This course will consist of an intensive study through an experiential format, of cultural and community impacts upon human behaviour. In an introspective, reflective and practical fashion students will develop sound understandings of the value systems and structures of various "communities" eg. rural small town and reserve. Particular attention will be devoted to those cultures and communities in which the students have lived, as well as those which have significant representation in the local client population for which C.Y.W. students serve and work (eg. Native, Francophone). A general aim will be for students to develop awareness, empathy, objectivity and a practical understanding of the major issues facing various cultural and sub-cultural groups.

SPECIFIC OBJECTIVES:

Objectives will be reached when ...

1. Students have submitted reaction papers to each of the required texts according to the guidelines attached.
2. Students have completed a study of various cultural/community groupings which are represented in local child/adolescent client population.
3. Students have completed "on site" visits in order to learn more closely about certain designated cultural groups.
4. Students have successfully demonstrated competencies in individual and group work, as well as community liaison (list attached).
5. Students have demonstrated objectivity in their approach to understanding cultural and sub-cultural issues.
6. Students have completed a final summary describing their integration and application of knowledge gained in the course.

NOTE REGARDING LEARNING OBJECTIVES:

The pursuit of these objectives is tied closely to the activities which are required (eg. field trips, individual research, oral presentations, group discussion and problem solving, etc.). It should be recognized and accepted that, at the discretion of the faculty, learning activities and learning objectives may be modified or altered at any time before or during the program. Students will be informed of any changes, and the reasons for them, as soon as reasonably can be done. Students will note that in the event of changes every effort will be made by the faculty to keep the program content at a level similar to that of which students had been advised in this outline.

LEARNING RESOURCES:

The following books must be read prior mid-April:

1. Ross, Rupert (1992). Dancing with a ghost: Exploring Indian Reality. Markham, Ont: Butterworths.
2. Becoming a Helper. Ch. 8,9 & 10

METHODOLOGY:

The course will include student presentations, instructor lecture, guest lecture, simulation exercises, research, films, and on-site visits. Students will be active participants in all phases of the program. Hours will vary and will be difficult to predict. Students **MUST** be flexible and prepared for long days and challenging learning experiences.

Financing of field trips, gifts, honoraria to be shared among students and the College. The College will provide transportation in College vans. Students will be responsible for all costs related to their own meals and accommodations. Where meals and/or accommodations may be provided by hosts, the group of students will be responsible for providing a suitable gift, either a cash donation or other appropriate gift.

Assignment and Grading:

There will be a variety of assignments. Some have been mentioned in this outline. All students will be required to maintain a **journal**, with daily entries from the beginning of the course to the final day.

The tentative grading breakdown is:

1. Two (2) Reaction papers (assignment - 1)	20 %
2. Journals (assignment - 2)	30 %
3. Final Report (assignment - 3)	35 %
4. Participation, commitment, professionalism, deportment, respectfulness, and other attitudinal components to be discussed with students	15 %
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	100%

NOTE ON ATTENDANCE AND PUNCTUALITY:

It is mandatory that each student attend every day of this program. Due to its brevity, there is no allowance for absence for anything other than a documented medical emergency, i.e. life-threatening or of a similar serious nature (where permanent physical injury may result if treatment not immediately obtained) to oneself or a member of one's immediate family. Even in such an event, absence may jeopardize one's success in the course. All other non-emergency absence or lateness will have direct negative impact on the student's grade, and could result in immediate removal from this course.

NOTE ON PROFESSIONALISM: All students will be expected to conduct themselves professionally at all times in this course. This applies with regard to confidentiality and the treatment of our various guests. This will be explained further in class.

FINAL NOTICES:

As written earlier, changes may be made to this outline, at any time, by the faculty. Notice will be given to the students of any such changes.

Students who for personal or health reasons may be unable to complete any portion of this program are advised to declare themselves to one or more of the C.Y.W. faculty, **IN ADVANCE** of the first day of this program. This disclosure may be done in confidence - i.e. no other student will know unless the student-in-question declares themselves to fellow students. Note that such information may be discussed in closed meetings of the C.Y.W. faculty, with or without other College personnel.

CHILD AND YOUTH WORKER PROGRAM

FIELDWORK III – SPECIAL PROGRAM ON CULTURAL/COMMUNITY AWARENESS

Introductory Student Assignment

In order to prepare for this special program, each student must complete a degree of research prior to the start of the program. A summary report of the research findings will be expected during the first two days of the program.

Subject for research: Each student will undertake to define and describe the cultural and community influences which have shaped their development to this point in their lives. Such influences may include, and are not limited to the following: family heritage, custom, life-style; locale (eg. town, city, country); religious/spiritual; subcultural (eg. recovering alcoholic, street culture, sports culture, school culture, etc.); ethnic; language; and so on. There may not be any limits on how many influences there may be – in this case students are asked to pinpoint the main ones, in their own subjective estimation. The focus may range from a discussion of generalities, to a discussion of individual events or people (eg. models or heroes).

The outline is deliberately vague. Students will have to decide for themselves what the major influences have been. Depth and clarity of explanation will be viewed very favourably.

Purpose: This assignment was designed by the instructors of this program to serve as an introduction to the subject of cultural/ community influence. It is believed that by starting with the self, the student can better empathize and relate to the experiences of others. This concept follows from those proposed by various writers, including Freud, Rogers and Corey, who stressed the need self-knowledge as a prerequisite to acquiring knowledge about others.

By participating, the instructors will model the application of this concept.

Caution: This assignment, like this entire program, is not intended to be therapy for the participants. The aim is neither to feel a need to justify one's own existence or experience, nor is it to analyze, judge or accept as one's own the experiences of others. The aim, simply and concisely, is to understand the experiences of others, and to be able to apply that understanding in a professional fashion within the context of the helping relationship.

This is, in short, a learning exercise, not an analytic one.

Format: The results of the research must be presented orally. Students will need to be clear and endeavour to be sure the audience understands the presentation. There is no time limit; however, the instructors will guide the presentation length and will help to keep the students on track.

There may be extensive discussion of the presentation content. All students must be prepared for this. As well, the discussion may be emotional and moving at times. This should be accepted within the limits outlined in the "caution" section above.

The instructors will inform as to how this research will be incorporated in written form.

DUE DATE FOR THIS ASSIGNMENT: Wednesday, April 26, 1995

FIELD WORK III, - SCHEDULE OF ACTIVITIES AND ASSIGNMENTS

Day 2 Friday	May	5, 1995	9:30 - 3:30	in-class preparation
Day 3 Monday	May	8, 1995	8:30	depart from College for Anishinabe
Day 5 Wednesday	May	10, 1995		field trip continues evening return to SSM
Day 6				
Day 7 Friday	May	12, 1995		in-class debriefing and preparation for northern field trip
Day 8 Monday	May	15, 1995		depart from College for Wawa
Day 9 Tuesday	May	16, 1995		field trip continues to small communities (Wawa, Hornepayne, White River); emphasis is on service provision in rural communities
Day 10 Wednesday	May	17, 1995		field trip continues with evening return to SSM
Thursday	May	18, 1995		in-class debriefing and evaluation of FW3
Day 12 Friday	May	19, 1995		completion of unfinished topics; final debriefing and summation; date given for submission of final assignment