

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

COURSE OUTLINE

Course Title: INTEGRATED SEMINAR

Code No.: CCW 131 (FORMERLY CCW 202)

Program: CHILD & YOUTH WORKER PROGRAM

Semester: SECOND

Date: JANUARY 1996

Previous date: JANUARY 1995

Authors: M. McFarling/M. Ritza/S. MacDonald

Instructors: S. MacDonald/M. Ritza

New: Revision: X

APPROVED:

K. DeRosario
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

DATE

Jan. 1/96

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



Total Credits:2

Co-requisite: Fieldwork I - CCW 200-7

Instructors: Sandy MacDonald, MA, CCW
Mary E. Ritza, MA, CCW

I. PHILOSOPHY/GOALS

This course is designed as a corequisite to Fieldwork IA and IB. Seminar provides the forum through which students can process their field placement experiences. Reference will also be made to material drawn from other CYW courses. The focus will be on an exploration of our own value system and its impact on our work as Child and Youth Workers in the broad social services delivery system. The guiding principles will be that while our own value system is to be respected, so too are the value systems of others. Challenging our perspectives and being open to the perspectives of others is integral to the learning process and is further tenet of this course.

Field placement provides the students with exposure to real life situations. It enables them to gain self-confidence in their abilities, become aware of their motivations and share experiences with professionals in various disciplines involved with caring for and teaching both emotional growth and physical health. This course is designed to facilitate the growth of the students into competent workers. By meeting as a group, the students will discuss their experiences in the field - problems, anxieties, success and feelings.

II. STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. clarify and discuss the formation of one's own value system and its impact on the helping relationship.
2. describe the characteristics and behaviour that demonstrate the values defined.
3. discuss our own value systems in a respectful manner.
4. apply the learning to both the practical and academic settings.
5. using the student's field placement as reference:
 - a. use specific examples, discuss incidents and observations the students may have in the treatment of children and youth.
 - b. help the student evaluate his/her own work and attitudes in specific situations and with particular children.
6. to improve the students' observation skills and the way in which his/her observations are communicated.
7. broaden the professional scope of the student.
8. develop the students' skill in assessing situations and in decision making.
9. develop skills in self-evaluation through assessment of their strengths and weaknesses.
10. practice in report writing and in oral presentations.

III. TOPICS TO BE COVERED

Value information and clarification and the application of these to the field, incorporating professional standards and practice. Field placement experience will be utilized and processed as part of shared professional learning.

IV. REQUIRED STUDENT RESOURCES

Texts: Man's Search for Meaning - Victor Frankl
I Never Knew I had a Choice - Corey and Corey

V. REQUIREMENTS

1. Preservation of confidentiality as per CYW policy.
2. Regular attendance at Integrated Seminar. This means that 80% of classes per semester is minimum attendance (15% of your grade is assessed for attendance). The total grade will be reduced accordingly. The purpose of attendance is to ensure that presentations are done before a receptive contributing audience as well as to allow students to demonstrate their professional commitment. Professional-level participation is expected and one cannot participate if absent!

Allowance is made here for exceptional illnesses and emergencies - the instructor reserves the right to ask for verification of absence in any case.

3. Professional-level participation in presentations and discussions.
4. Students will be expected to submit a reaction paper to the first portion of Frankl's book - "Man's Search for Meaning". It should be 3-5 pages in length and is **Due January 25, 1996**.
5. Students will be grouped and assigned specific chapters to present to the class. The content of the chapters will be presented in a condensed format and your individual response to the material presented should be included - in a brief and professional manner. Three questions on each chapter should also be prepared for class discussion. Schedule will be drawn up in class.
6. Two oral incident reports will be expected - as per incident report format. Dates to be drawn up in class.
7. Two written incident reports will be expected. the first one is **due: February 1, 1996**. The second report is **due February 29, 1996**.
8. One written Seminar report is **due - as per outline - March 21, 1996**.
9. The final placement review is to be completed - both oral and written - as per format. The oral presentation schedule will be done in class. The written report is **due April 25, 1996**.

VI. EVALUATION

1.	Reaction paper to Frankl	5%
2.	Chapter Presentation	10%
3.	Oral Incident Reports (2 x 10%)	20%
4.	Written Incident Reports (2 x 10%)	20%
5.	Seminar Report	10%
6.	Final Placement Review (oral and written)	20%
7.	Attendance	15%
	TOTAL	100%

VII INCIDENT REPORT

1. Field Placement:
2. Child and Youth Worker Student:
3. Case Name: (Leave Blank) Age and Grade Level
4. Date:
5. Description of Incident: Describe fully a significant interaction or helping situation which occurred during the week.
(Pertinent details.)
6. Background to 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 this situation.
9. Creative Evaluation:
 - a) How would you handle the situation in the future, given the same set of circumstances.
 - b) Explain your rationale.

NOTE: These incident reports, both oral and written, should reflect one's own interaction in a situation. Descriptions of interactions involving other staff or team members does not fulfill this requirement.

VII SEMINAR REPORT

1. Child and Youth Worker Student:
2. Date:
3. Problem presented: Outline the problem, giving pertinent background details.
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 – spells 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?

VII (C) FIELD PLACEMENT REVIEW

The student will submit a written report on his/her placement. The paper should be thorough and developed along these guidelines:

1. General philosophy/ideology of the placement agency.
2. The target group/population served by the agency, (age, sex, types of problems, groups they won't serve).
3. The goals and objectives for the clients in this agency.
4. The various methodologies used by the agency:
 - a) the stated methodologies
 - b) the methodologies actually employed

VII BSEMINAR REPORT (cont.)

5. The program and administration staff structure of the agency. Show on a diagram the levels and types of staff. Indicate by arrows the system of reporting, responsibility or accountability.
6. Describe the functions, jobs, assignments, purposes and expectations of the student placement in this agency.
7. Place the student in your structure diagram(s).
8. Assess and evaluate (6). Was this placement worthwhile, challenging, educational, stressful, demanding, etc. How did the agency help you to fulfill your learning objectives? How would you change/improve your placement experience?
9. Assess (1) to (3). From your perspective, does the agency fulfill or accomplish its defined goals? Are its methods compatible and consistent with its stated philosophy and goals? Be prepared to support your statements with specifics.

VIII PROFESSIONAL OBLIGATIONS

1. To regard the welfare of the individuals, the groups 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 you 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.
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.

VIII PROFESSIONAL OBLIGATIONS (cont.)

Following are a number of rules pertaining to the students' 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 only 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 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 and observe.
5. Never be judgmental on the programme 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 programme. Never be openly critical. Concerns of the service delivery can be discussed in the confidence of the Integrated Seminar.
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 if you are asked.
8. Any problems encountered in your field placement should be taken to your field work supervisor. Never confront the staff with the problem.
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 experience 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 and correspondence in a confidential manner. During the Integrated Seminars you will maintain confidentiality by referring to your clients by fictitious names and deleting only facts that you believe to be identifying to those present.
11. The Integrated Seminar is correlated to your field placement and is compulsory.

VII. PROFESSIONAL OBLIGATIONS (cont.)

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
CHILD & YOUTH WORKER PROGRAM

ADDITION TO C.Y.W. PROGRAM POLICIES
NOTICE OF AGREEMENT

Student Agreement Form

Regarding the Child and Youth Worker Course Outline:

I, _____, have read the C.Y.W.

Course Outline for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Dated: _____

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 weeks.

