

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Fieldwork III

CODE NO.: CCW 235

SEMESTER: Four

PROGRAM: Child and Youth Worker

INSTRUCTORS: Sandy MacDonald
Mike McFarling
Jeff Arbus
Mary Ritza

DATE: January, 1996

PREVIOUS OUTLINE: January 1995

NEW: _____

REVISED: X

APPROVED: _____

K. DeRosario
Kitty DeRosario, Dean
Human Sciences & Teacher ED

Date

March 1/96



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

COURSE DESCRIPTION: May 6/96 – May 17/96, inclusive

This course will consist of 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 which C.Y.W. students serve (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.

LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

1. engage in self-assessment which promotes cultural and community awareness and enhances professional performance.

Elements of Performance:

- . will reflect upon and describe personal reactions to assigned readings
- . will reflect upon and describe relevant aspects of familial and cultural influences in their own lives

2. engage in professional relationships which enhance the quality of service for children, youth and families.

Elements of Performance:

- . will demonstrate and record appropriate professional interactions with colleagues, speakers, and faculty for the purposes of professional growth and group development in relation to community and cultural awareness

3. identify and access professional development resources and activities which promote professional growth, in relation to community and cultural awareness.

Elements of Performance:

- . will utilize information from a variety of sources and perspectives to articulate an understanding of relevant community and cultural issues for future application

TOPICS:

1. Cultural Influences
2. Native Issues
3. The Community Perspective

NOTE REGARDING LEARNING OBJECTIVES:

The pursuit of these objectives is tied closely to the activities which are required (eg. 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 must be read prior to mid-April:

1. Becoming a Helper. Ch. 8,9 & 10
2. Sault Star series on Native Issues: Spirits Rising. Simon Tuck

METHODOLOGY:

The course will include student presentations, instructor lecture, guest lecture, simulation exercises, research, and films. 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.

Costs for shared meals, gifts, honoraria, etc., to be shared among students and the College.

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

	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.

CHILD AND YOUTH WORKER PROGRAM

FIELDWORK III - SPECIAL PROGRAM ON CULTURAL/COMMUNITY AWARENESS

Assignment #2: Due: May 17/96

2 reaction papers (2-4 pages each)

a. **Spirits Rising: Simon Tuck**

In two or three pages, describe your thoughts, ideas, impressions as you read this series. **BE SPECIFIC.**

B. **Becoming a Helper (Chapters: 8, 9, and 10)**

Using the focus questions at the beginning of Chapter 8, as a guideline, comment briefly on your own family of origin, and how it has influenced you. For the purposes of this paper, focus on positive influences. Again, **BE SPECIFIC.**

Using Table 9.1 in Chapter 9 as a guideline, briefly discuss three group skills which you are likely to demonstrate during your FW 3 experiences. Comment also on the kinds of skills you would most like to see demonstrated by your classmates (i.e. what skills can you offer and what kinds of skills/supports will you need from others throughout this experience?)

Chapter 10 suggests that "the community perspective emphasizes social change, rather than merely helping people adapt to their circumstances." Comment briefly on this statement from your perspective as a Child and Youth Worker. Support your ideas with material from the chapter.

Assignment #3: Due: May 17/96

Each day of FW 3, you will be expected to record the following information in a journal which will be reviewed by your instructors at the end of the course:

- a. **Facts:** brief summary of what you did (i.e. met with a representative from ... who explained that ..., etc.)
- b. **Feelings:** summary of your feelings about what you experienced both personally and professionally (i.e. your response to the material presented)
- c. **Group Skills:** description and explanation of at least one group skill which you demonstrated during the day (i.e. how were you able to support, encourage, cooperate with your class-mates, facilitate discussion, etc.)

CHILD AND YOUTH WORKER PROGRAM

FIELDWORK III – SPECIAL PROGRAM ON CULTURAL/COMMUNITY AWARENESS

Assignment #4: Due: May 17/96

1. Using classroom material and the Simon Tuck series as a resource, summarize your understanding of each of the following:
 - a. Native self-government (What does it mean? What are the challenges, barriers, etc.?)
 - b. Economic development initiatives (Why is economic development a critical issue? What are some of the current trends? What are some of the existing barriers/challenges? etc.)
 - c. Issues and concerns related to Metis, urban and off-reserve Native groups (identity, access to rights and services, etc.)
 - d. Native Justice Issues
2. Describe how your FW 3 experiences will help you work more effectively with Native children and families. **BE SPECIFIC.**
3. Explain one aspect of Native culture you would like to know more about.
4. Group Aspects of FW 3

Using your journal as a reference, are you generally satisfied with the level and type of group skills you demonstrated on FW3. Why or why not?