

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

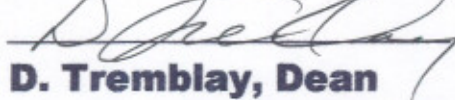
Course Title: **Integrated Seminar IB**

Code No.: **CCW131** **Semester:** **2nd - 98W**

Program: **Child and Youth Worker**

Author: **M.McFarling/M.Ritza/S.MacDonald**

Date: **Jan 98** **Previous Outline Date:** **Jan 97**

Approved: 
D. Tremblay, Dean
Health, Human Sciences and Teacher Ed.

Date: 

Total Credits: **3** **Prerequisite:** **CCW109**

Corequisite: **CCW200**

Length of Course: **15 wks** **Total Credit Hours:** **45**

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences and Teacher Education, (705) 759-2554, Ext. 690.

I. COURSE DESCRIPTION:

This course is designed as a corequisite to Fieldwork 1A and 1B. The focus will be on the art and science of observation of human behaviour. The principles that will be learned will apply to both the behaviour of others and to one's own behaviour as a helping professional. Reference will also be made to material drawn from other Child and Youth Worker courses.

The field work and seminar format enables students to gain self-confidence in their abilities, become aware of their motivations and share their problems, anxieties, and feelings. This class also assists us with understanding the broader social context that is involved in an individual child's life (i.e. school, family and community).

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

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

1. Define behaviour and examine one's own behaviour as a professional.***Potential Elements of the performance:***

- *describe and demonstrate the differences between perception and behaviour.*
- *examine one's own behaviour with regard to time management, study skills, classroom behaviour, etc.*
- *identify learning objectives for one's professional development and the strategies to accomplish these.*
- *incorporate feedback and suggestions made in the classroom, through supervision and in reports.*

2. Develop observation skills and communicate these observations effectively in oral, written, and nonverbal forms.***Potential Elements of the performance:***

- *apply the methodologies of observation pertinent to a practical setting.*
- *describe the characteristics of the environment of the child.*
- *use language in both oral and written reports that is suitable to the profession.*

3. Perform ongoing self-care to enhance professional competence.***Potential Elements of the Performance:***

- *development of a strategic plan for one's own success.*
- *review the results of one's actions and decisions.*
- *reflect on processes and practices used.*
- *identify any errors and make corrections.*
- *examine the impact of personal values and beliefs on actions and decisions.*
- *evaluate and act upon constructive feedback.*

III. TOPICS:

1. Theories of observation, observational strategies, and application of observational strategies to the field and to self.
2. Recording techniques - both oral and written.
3. Application and rationale for use of these techniques and professional standards and practice.
4. The environment of the child.
5. Field placement experience will be utilized and processed as part of shared professional learning.
6. Professional Obligations (attached).

IV. REQUIRED RESOURCES:

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

V. REQUIREMENTS:

1. Preservation of confidentiality as per Child and Youth Worker policy.
2. Regular attendance at Integrated Seminar. This means 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: _____.
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 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: _____.
The second report is due: _____.

One written seminar report is due - as per outline, Date: _____.
8. 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: _____.
9. Plan, lead and evaluate a classroom activity. Write-up required.
Due: _____.

VI. EVALUATION PROCESS/GRADING SYSTEM

Reaction Paper to Frankl	5%
Chapter Presentation	10%
Oral Incident Reports (2 x 5%)	10%
Written Incident Reports (2 x 10%)	20%
Seminar Report	10%
Final Placement Review (oral and written)	20%
Attendance	15%
Activity & Write-Up	10%
Total	<u>100%</u>

VII. REPORTS**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.

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:
9. 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?

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. The target group/population served by the agency, (age, sex, types of problems, general philosophy/ideology of the placement agency.
2. 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
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 your 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 your 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.

IX. SPECIAL NOTES:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

Your instructor reserves the right to modify the course as s/he deems necessary to meet the needs of the students.

Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

X. PRIOR LEARNING ASSESSMENT:

Please see instructor.