

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Field Work I

CODE NO. : CCW128

SEMESTER: 2

PROGRAM: Child and Youth Worker

AUTHOR: Sandy MacDonald, CCW, M.A.
Betty Brady, Hon. B.A. (Psy), M.A., I.C.A.D.C

DATE: Jan. 2001 **PREVIOUS OUTLINE DATED:** Jan. 2000

APPROVED:

Dean

DATE

TOTAL CREDITS: 7

PREREQUISITE(S): CCW132

LENGTH OF COURSE: 15 Weeks

Copyright ©2000 The Sault College of Applied Arts & Technology

Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.

For additional information, please contact Judi Maundrell, Dean

School of Health and Human Services

(705) 759-2554, Ext. 690

I. COURSE DESCRIPTION:

This is the first level of field placement in the Child and Youth Worker program. Emphasis is on the integration of theory and practical experience and the development of the student as a professional Child and Youth Worker.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

- 1. Interact with other professionals in ways that contribute to effective working relationships and the achievement of goals within an educational setting.**

Elements of Performance:

- work collaboratively with supervisors to identify tasks to be completed in the assigned classroom(s)
- establish and implement strategies to accomplish the tasks
- clarify one's own roles and responsibilities within the setting and fulfill them in a professional manner

- 2. Interact with children in ways that promote growth and development**

Elements of Performance:

- model attitudes and behaviour appropriate to the classroom
- demonstrate warmth and genuineness in responding to the unique needs of each child
- provide appropriate levels of assistance and support throughout the day

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:
(cont.)**

3. Communicate effectively in verbal, non-verbal and written forms which enhance the quality of service.

Elements of Performance:

- plan and organize communications according to the purpose and audience
- choose the appropriate form of communication
- incorporate the content that is meaningful to the task
- use language and style suitable to the audience and purpose
- evaluate communications and adjust for any errors in content, structure, style and mechanics

4. Engage in on-going self-assessment for the purpose of enhancing professional performance.

Elements of Performance:

- review the results of one's actions and decisions
- reflect on the processes and practices used
- identify any errors and make corrections
- identify successes for adaptation to other situations
- examine the impact of personal values and beliefs on actions and decisions
- evaluate and act upon constructive feedback

III. TOPICS

1. Professional Obligations (attached)
2. Classroom Management Issues
3. Developmental Needs of Children

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Placement Package (provided by the College).

V. EVALUATION PROCESS/GRADING SYSTEM

Students will be evaluated on an ongoing basis. A Progress Report will be issued in February. Final evaluation will be issued in April. Each student will have input into their evaluation to a certain extent but the field agency supervisors and college supervisor will decide the final format and the grade will be issued by the instructor.

Fieldwork 1 (CCW128) is conducted in an individualized learning mode. Students will meet once as a group with the instructor at the start of placement to sort out various assignments and will meet thereafter as a group at the discretion of the instructor. Even where more than one student is at the same school, the placement learning experience is treated as an individualized process.

1. Students must maintain weekly "diary" on their progress through the placement. A notebook to be left at placement is required.
2. Personal performance objectives will be established with the instructor and in accordance with the CSAC/DACUM/CYW guidelines. The agency supervisor will be aware of the expectations and will have considerable input into the evaluation process.
3. Students will be required to maintain College Placement time sheets. This procedure will be explained in class.
4. Weekly checklists re duties will be submitted to the instructor of Integrated Seminar.

V. EVALUATION PROCESS/GRADING SYSTEM (cont.)

5. Regular supervision meetings with the student, agency supervisor (teacher) and instructor will afford the opportunity to monitor the individual student's progress. The instructor will also be prepared to use this opportunity to demonstrate such things as treatment methodologies, methods of professional conduct or teaching theories as applicable to the situation.
6. Requirements as part of Integrated Seminar will be fulfilled as well.
7. Students are expected to observe the CYW Placement Policies. Each student will receive a copy of these at the start of Placement. Any breach of these policies, including items relating to attendance, punctuality, attitude, confidentiality, etc., could result in disciplinary action suspension or termination of the placement.
8. Students are expected to read and adhere to the "Professional Obligations" attached to this outline.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	

NR Grade not reported to Registrar's office.
This is used to facilitate transcript
preparation when, for extenuating
circumstances, it has not been possible
for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

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

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Not available at this time.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

XI. PROFESSIONAL OBLIGATIONS

1. To regard the welfare of the individuals, the group and the community you serve as your primary professional duty.
2. To hold yourself personally responsible for your professional conduct.
3. To be willing to increase our professional competence and to willingly share your knowledge with others in our profession.
4. To strive to support the further development of your profession by participating to the best of your ability in related professional associations and activities.
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.

Following are a number of rules to the student's relationship to the field placement agency in which he or she will be training. 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 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.

VIII. PROFESSIONAL OBLIGATIONS (cont.)

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, observe, and work.
5. Try to avoid premature judgmentalism on the program carried out by a specific field placement setting. Remember, you are a student learning and not someone there to assess the relative merit of the program. be careful about being openly critical. Concerns about the service delivery can be discussed in the confidence of the supervision meeting, or with the instructor.
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 relevant staff who work there.
8. Any problems encountered in your field placement should be taken to your field work supervisor. Never confront the staff with the problem in front of clients - wait for a private, appropriate time. Be diplomatic. Report all incidents to the College fieldwork teacher immediately.
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 experiences 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 as well as correspondence in a confidential manner.