

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** FIELDWORK III – COMMUNITY CONCEPTS

**CODE NO. :** CCW240 **SEMESTER:** 4

**PROGRAM:** CHILD AND YOUTH WORKER

**AUTHOR:** SANDY MACDONALD, MIKE MCFARLING, BETTY BRADY,  
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**DATE:** JAN/2001 **PREVIOUS OUTLINE DATED:** JAN/00

**APPROVED:**

	_____	_____
	DEAN	DATE

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** CCW215, CCW238

**COREQUISITE(S):** CCW241

**LENGTH OF COURSE:** 5 Days

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**I. COURSE DESCRIPTION:**

This course will consist of intensive study through an experiential format, of community impacts upon human behaviour. Community - as it will be examined throughout this course - refers to any shared milieu which influences development and behaviour. For example, some communities are defined by cultural, religious or historical commonalities, while others are based upon shared experiences, interests, demographics, geography, economic realities or personal/professional affiliations.

In our examination of community, particular attention will be devoted to those communities that have impacted students personally, as well as those that impact on the client populations we serve. A general aim will be for students to develop awareness and a practical understanding of the community context and its processes. To this end, we will examine some of the issues, challenges and successes experienced by various “communities”.

**II. 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 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, cultural and community 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

**III. TOPICS:**

1. Defining Community
2. Introduction to Community Concepts
3. Cultural and Sub-Cultural Communities
4. Urban and Rural Community Work
5. The CYW Professional Community

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

The following must be read prior to mid-April:

1. Becoming a Helper. Ch. 8,9 & 10
2. Into the Daylight: A Wholistic Approach to Healing. Calvin Morrisseau

**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 amongst students and the College.

**V. EVALUATION AND GRADING SYSTEM:**

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:

Reaction papers (assignment # 2)	20 %
Journal (assignment # 3)	30 %
Final Report (assignment # 4)	30 %
Participation, commitment, professionalism, deportment, respectfulness, and other attitudinal components to be discussed with students	20 %
	100%

**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 &amp; 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:**

**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.

**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.

**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.

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:**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

**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.

**Introductory Student Assignment (Assignment # 1)**

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:** Students will undertake to define and describe the cultural and community influences which have shaped their own 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; sub-cultural (eg. recovering alcoholic, street culture, sports culture, school culture, etc.); ethnic; language; and so on. There may not be any limit 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). **IDENTIFY THE VALUES YOU BRING TO CHILD AND YOUTH WORK AS A RESULT OF THESE INFLUENCES AND HOW THESE VALUES HELP OR HINDER YOU IN YOUR WORK WITH OTHERS.**

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 for 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.

**Assignment #2**                      **Due:** \_\_\_\_\_

1. Into the Daylight. Calvin Morrisseau

In two or three pages, describe your thoughts, ideas, impressions as you read this text. Pay attention to the cultural influences and community context. **BE SPECIFIC.**

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

Using the focus questions from the various chapters as a guideline, comment briefly on your own cultural, community and familial background, and how these environments have influenced you. For the purposes of this paper, focus on positive influences. Again, **BE SPECIFIC** in describing the values and learning you acquired in the various milieus which shaped your own development (family, school, neighbourhood settings etc.) and how these affect you as a CYW.

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?)

The text suggests that all individuals (even those seeming most marginalized) are part of a community system and that helpers can play an active role in mobilizing the resources within a community in order to benefit its members in meaningful ways. "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 your classes & placement to date, as well as examples from the chapter.

**Assignment #3:**                      **Due:** \_\_\_\_\_

1. 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.)

**Assignment #4**                      **Due:** \_\_\_\_\_

Drawing upon your daily experiences in FW3, your readings, your journal and your classroom notes, submit a final report on what you learned. This should make reference to the material covered, your personal and professional growth throughout the experience and your perceptions of the group process (focusing particularly on your own involvement and participation). Four to six typed pages.

**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  
CYW Course outline for the course \_\_\_\_\_. I understand its contents and  
agree to adhere to them.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_