



**I. COURSE DESCRIPTION:**

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

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this experiential community practicum course, the student will have demonstrated the ability to:

**1. Develop and maintain relationships with children and youth that are reflective of relational practice and respectful of cultural and human diversity**

Potential Elements of the Performance:

- Use communication skills and engagement strategies to promote positive relationships, understanding and trust with the children and youth
- Apply principles of *relational practice* including consideration, safety, trust, presence and empathy
- Establish and adapt professional boundaries with children and youth while accepting the diverse needs, composition and dynamics of contemporary families
- Promote *resiliency* in children and youth by assisting them to identify strengths and needs
- Use empowerment strategies to support the development of decision-making and independence
- Interact in a professional manner as guided by the professional code of ethics, current legislation affecting services, and organizational policies and procedures
- Evaluate interactions and progress with children and youth on an ongoing basis, making adaptations where necessary
- Support children and youth to develop the personal capacity to bring about positive changes within themselves
- Maintain the privacy and confidentiality of child, youth and family information in accordance with all legislative requirements, CYC program policies and agency policies

2. **Plan, implement and evaluate strength-based interventions to enhance development in children and youth**

Potential Elements of the Performance:

- Assess strengths and needs of children and youth
- Plan, implement and adapt activities consistent with the interests, developmental level and cultural practices of children and youth.
- Collaborate in the development of realistic goals with, and for, children and youth

3. **Apply communication, teamwork and organizational skills within the inter-professional team and with community partners to enhance the quality of service in child and youth care practice**

Potential Elements of the Performance:

- Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism
- Identify roles and responsibilities of all members of a team providing service to children, youth and their families
- Establish and maintain appropriate boundaries with professional colleagues, children, youth and their families
- Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families
- Develop and apply organizational and time management skills
- Plan and implement, clear, concise written, oral and electronic communications as assigned (i.e., completing written reports, preparing presentations, completing electronic forms, etc.)
- Comply with documentation and reporting requirements including those related to *the Child and Family Services Act, 1990*, youth justice requirements and other applicable legislation
- Evaluate the results of communication and adapt communication as necessary to promote understanding
- Provide information and explain ideas in ways that are understandable for and respectful of diverse individuals and groups

4. **Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner**

Potential Elements of the Performance:

Assess professional skills, knowledge and personal well-being in an on-going manner and reflect on the impact of these factors on one's own practice

- Use reflective tools to learn from and gain insight from interaction with children, youth, families and colleagues
- Examine the impact of self on others and ensure that interactions are consistent, constructive and positive
- Identify and consider how personal values, beliefs, opinions and one's own social location and experiences may impact interactions with children, youth, families and colleagues
- Value self-care practices and integrate mindfulness, self-regulation and managing emotions and stress into one's own practice
- Identify and use strategies to prevent and/or combat compassion fatigue, vicarious trauma, stress reactions and other occupational stressors associated with child and youth care practice.

5. **Use professional development resources and supervision models to support professional growth and lifelong learning**

Potential Elements of the Performance:

Seek and use formal and informal supervision opportunities and ongoing feedback to enhance professional growth and competence

- Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and supervisor
- Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals
- Begin development of a professional identity as a child and youth care practitioner

### III. TOPICS

1. Relational communication skills and engagement strategies
2. Professional boundaries/Self-care
3. Working as a member of a professional team
4. Goal Setting and Self Evaluation
5. Planning, implementing and adapting activities consistent with the interests, developmental levels and cultural practices of children and youth
6. Professional Obligations (attached)

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Placement Package (provided by the College).

### V. COURSE REQUIREMENTS:

Students will be evaluated on an ongoing basis, with input from both the field agency supervisor(s) and the college supervisor. At the end of term, the college supervisor will submit the final grade.

Community Practicum (CYW101-7) is conducted in an individualized learning mode. Even where more than one student is at the same setting, the placement learning experience is treated as an individualized process.

1. Personal performance objectives will be established with the instructor in accordance with the CYC vocational outcomes set out by the Ministry of Colleges, Training and Universities. The agency supervisor will be aware of the expectations and will have considerable input into the evaluation process.
2. Students will be required to maintain monthly College Placement time sheets and submit them monthly in their co-requisite seminar class. They are also responsible for submitting their midterm and final placement evaluations on the dates specified in the Supervisor's Handbook. This document will be prepared by the student and delivered to their placement supervisor(s) at the beginning of the placement experience.

3. Students have the opportunity to make no more than two attempts at first level practicum.
4. 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 communication skills, engagement strategies, or methods of professional conduct as applicable to the situation.
5. Requirements as part of Integrated Seminar will be fulfilled as well.
6. Students are expected to observe the CYC Placement Policies, as posted on D2L and reflected in the Supervisor's Handbook. 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.
7. Students are expected to read and adhere to the "Professional Obligations" attached to this outline.

## VI. EVALUATION PROCESS/GRADING SYSTEM

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**COURSE NAME****CODE**

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**VII. SPECIAL NOTES:**Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**VIII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal and LMS (D2L), form part of this course outline.

## IX. 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 your 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 one's own knowledge.
7. To respect the privacy, dignity and other rights of others.
8. To use, only in a responsible manner, any information received in the course of professional relationships.

***Following are a number of rules regarding your role in the field placement agency in which you will be training. It is imperative that you comprehend fully and follow these rules closely in order to get the greatest educational value from your 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.
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. Avoid judgement of the program 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 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.