

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: FIELD WORK IV

Code No.: CCW 438-14

Program: CHILD & YOUTH WORKER PROGRAM

Semester: FIVE/SIX

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APPROVED:

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DATE:

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COURSE OUTLINE: CCW 438-14 FIELD WORK IV

Professor and Placement Supervisor: Jeffrey Arbus (plus part-time faculty)

NATURE OF COURSE:

This is the fourth level of field placement in the Child and Youth Worker Program. It is designed to further the student's practical CYW training.

OBJECTIVES:

1. Further development of the student's practical skills, as per DACUM/CYW evaluation form outline and individual student learning objectives.
2. Develop ability to evaluate own performance and attitude in specific situations and specific interactions.
3. Further develop the ability to integrate knowledge and theory with practical work.
4. Further develop professional skills and attitudes in relation to resolution of treatment concerns or interaction concerns.
5. Develop a full understanding of the workings of the particular agency in which the student is placed.

REQUIREMENTS:

Field Work IV is conducted in an individualized learning mode. Students will meet initially as a group with the instructor, at the start of the placement. This meeting will be for sorting out the various assignments. Thereafter students will be in their individual placements. Even where more than one student is in the same agency, the placement learning process is treated as an individualized process. The end result will be similar for all. The route each student takes will be specific to their needs, consistent with overall requirements, and responsive to placement agency circumstances.

At the beginning of the placement, the students with the assistance of the instructor are to develop personal and professional performance objectives. The CYW/DACUM as represented in the field work evaluation form is the model used for this goal planning process. The goals are monitored by the student, the instructor, and the agency supervisor throughout the placement. Goals are modified and additional goals developed during the course of the placement.

The student, the instructor, and the agency supervisor will strategize and develop placement work experiences which will enable the students to reach their objectives. These experiences are monitored and modified throughout the placement.

Students must maintain a weekly "dairy" on their progress through the placement.

Students will be required to maintain College placement time sheets. This procedure will be explained. There may be additional reporting and monitoring requirements for individual students, as assigned by the individual placement or by the College instructor.

Regular meetings between the instructor and the student, and usually including the agency supervisor, will afford the opportunity to monitor the individual student's progress, as well as to teach and discuss other issues related to the particular student's placement. Where circumstances allow, the instructor will be prepared to demonstrate such things as treatment methodologies, methods of professional conduct, or instruct in such areas as intra-agency or inter-agency functioning. Again, the focus is on facilitating learning at the individual student's level and circumstances.

EVALUATION:

- a) Students will be required to develop and maintain a goal attainment record. Format to be provided. This will be reviewed with the instructor and revised regularly.
- b) There will be a mid-placement progress report, and a final placement evaluation. The evaluation will encompass the student's achievement of objectives, as well as their process of achievement and performance. Evaluation is co-ordinated and organized by the College field work teacher, with additional input by the agency supervisor and the student. Evaluations must be completed and reviewed by the end of the placement.

The College's format will be used for both the mid-placement progress report and the final evaluation. Each student will be fully aware of what is in their evaluations. The College instructor then collates this information and assigns a final grade.

- c) Toward the end of the placement each student will be required to write a "Field Placement Review". The outline for this is attached. This is to be submitted to the instructor and the agency supervisor prior to the student's last day of placement. This will be considered by the instructor in the final assignment of grade, along with the evaluations.
- d) Punctual completion of assignments also will be considered by the instructor in assigning the field grade.

Note: Field work evaluation is subjective. It is not an exact science, nor can it be expected to be an exact science. Agency circumstances change and student needs change during the course of field work. The faculty member provides the consistency required for fair and accurate placement evaluation.

ADDITIONAL NOTES:

- 1. Students are expected to observe the CYW Placement Policies. Each student will receive a copy of these at the start of the placement.
- 2. Students are expected to read the "Professional Obligations", attached to this outline.

FIELD PLACEMENT REVIEW:

The student will submit a typed, double-spaced report on his/her placement. The paper should be thorough and developed along these guidelines:

- 1. General philosophy/ideology of the placement agency.
- 2. The target group/population served by the agency (age, sex, types of problems, groups they do not serve).
- 3. The goals and objectives for the clients in this agency.
- 4. The various methodologies used by the agency.
- 5. Describe the functions, jobs, assignments, purposes and expectations of the student placement in this agency.

6. Assess and evaluate the placement. Was this placement worthwhile, challenging, educational, stressful, demanding, etc. In what ways? Use incidents to support your evaluation. How could the placement experience be improved? Was your supervision adequate? How could it be improved?
7. Assess (1) to (3). Does the agency fulfill or accomplish its defined goals? Are its methods compatible and consistent with its stated philosophy and goals? If you were director of this agency, how would you change/improve it? Use experiences you have had there to support your positions.

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 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 and activities.
5. To work co-operatively with other persons having regard for their areas of competence.
6. To use care in expressing view on the findings, opinions, and professional conduct of colleagues, confining such comments to matters of fact and matters of his/her own knowledge.
7. To respect the privacy, dignity, and other rights of clients and fellow staff.
8. To use in a responsible manner information received in the course of professional relationships.

Following are a number of rules pertaining to the student's relationship to the field placement location he or she will be working in. 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.
3. Do not be afraid to ask the staff for guidance. Do not lunge into something you know nothing about.
4. Be polite, courteous, and attentive. Remember, you are there to learn, observe, and work. A degree of assertiveness is also expected, in obtaining feedback, getting information required, and in generating new ideas.
5. Try to avoid premature judgment 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 merits of the program. Be careful about being openly critical. Concerns of the service delivery can be discussed in the confidence of the supervision meeting, or with the College instructor.
6. Dress and personal deportment are according to acceptable norms of the placement setting. Remember, you are representing your profession, your College, and yourself. A high degree of professionalism is expected. Attendance and punctuality requirements are addressed in the "Program Policies", and under #9 below.
7. Be willing to share any pertinent information regarding clients in the setting with the 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 field work 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 and correspondence in a manner consistent with agency guidelines and policies.
11. Always complete all assignments that you must do while at field work.

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**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 C.Y.W.

Course Outline for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Dated: _____