

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
Sault Ste. Marie, ON



COURSE OUTLINE

COURSE TITLE: Field Work 1A and Field Work 1B

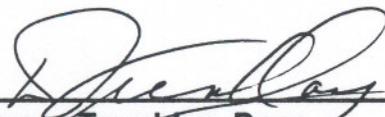
CODE NO: CCW 128-7 and CCW 200-7 **SEMESTER:** 1 & 2

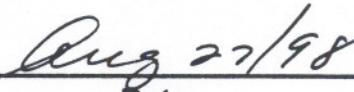
PROGRAM: Child and Youth Worker

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DATE: Sept. 1998 **PREVIOUS OUTLINE DATED:** Sept. 97

APPROVED:

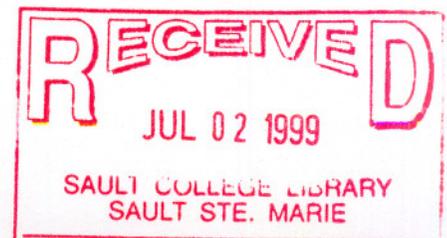

Donna Tremblay, Dean
Health and Human Services


Date

Total Credits: 7 + 7 Prerequisite(s): CCW 109 and CCW 131

Length of Course: 15 + 15 Total Credit Hours: 210

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written permission of The Sault College of Applied Arts & Technology is prohibited.
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 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. An Evaluation/Progress report will be issued in December. 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. Student must be successful in 1A (CCW128) in order to progress to 1B (CCW200).

Fieldwork 1A (CCW128) and 1B (CCW200) are 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. Timesheets will be submitted monthly to the instructor of Integrated Seminar.
4. Weekly checklists re duties will be submitted to the instructor of Integrated Seminar. In second semester, once a month checklists will be handed in.

V. EVALUATION PROCESS/GRADING SYSTEM (cont.)

3. 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.
4. Requirements as part of Integrated Seminar will be fulfilled as well.
5. 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.
6. Students are expected to read and adhere to the "Professional Obligations" attached to this outline.

VI. SPECIAL NOTES**Special Needs**

If you are a student with special needs (eg. 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.

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 post-secondary institutions.

Substitute Course information

Available in the Registrar's Office.

VII. PRIOR LEARNING ASSESSMENT

Not applicable at this time.

VIII. 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.
3. Ask the staff for guidance. Do not plunge into something you know nothing about.

1. Be polite, courteous and attentive. Remember, you are there to learn, observe, and work.
2. 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.
3. Dress and personal deportment are according to acceptable norms of the placement setting.
4. 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.