

I. COURSE DESCRIPTION:

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

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the performance:

- a. maintain professional boundaries with clients and colleagues;
 - b. establish reasonable and realistic personal and professional goals for oneself to enhance work performance;
 - c. access and utilize resources and self-care strategies to enhance personal growth
 - d. act in accordance with ethical and professional standards;
 - e. apply organizational and time-management skills
 - f. utilize agency supervision
 - g. evaluate own performance using College reporting formats and evaluations.
2. Promote overall well-being and facilitate positive change for clients and their families.

Potential Elements of the performance:

- a. develop placement learning goals related to duties assigned
 - b. apply agency policies and practices related to duties assigned
 - c. apply previously/currently-studied knowledge and skills to client case situations as assigned by agency
 - d. contribute to agency work-team/staff meetings
 - e. complete reports for agency, including client progress and planning reports, and others as required
3. Identify and use professional development resources and activities which promote professional growth.

Potential Elements of the performance:

- a. determine current skills and knowledge
- b. identify learning goals to accomplish professional growth and skill development
- c. initiate and engage in professional development activities
- d. demonstrate skill in teamwork and decision making by actively contributing to agency team meetings and supervisory sessions
- e. provide agency feedback as requested

III. REQUIREMENTS:

Field Work IV is conducted in an individualized learning mode. Students will meet with the College fieldwork supervisor 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 individualized. The end result will be similar for all. The route each student takes to achieve learning outcomes will be unique, consistent with overall requirements, and responsive to placement agency circumstances.

- A. At the beginning of the placement, the students are to develop personal and professional learning goals and objectives. These goals will be monitored throughout the placement by the student, the fieldwork supervisor, the seminar instructor, and the agency supervisor.

The student, the fieldwork supervisor and the agency supervisor will strategize and develop placement work assignments which will provide opportunities for the students to reach identified objectives. These assignments are monitored and modified throughout the placement.

- B. Completion of a Proposal approved by the Agency Supervisor and by the Seminar instructor prior to implementation. The College fieldwork supervisor will act as a resource to the student throughout the development of the proposal. The finished document will be submitted to both the Agency and the seminar instructor, in proper proposal format (see Integrated Seminar outline). Implementation of the proposal is not mandatory, although proposed ideas should be realistic and well considered.

- C. Students will be required to maintain and submit College placement time sheets to the seminar instructor on a monthly basis. ***Failure to submit time sheets by the end of each month could result in suspension of placement, as these documents are critical to the process.*** This procedure will be explained in Seminar class. There may be additional reporting and monitoring requirements for individual students, as assigned by the individual placement or by the College fieldwork supervisor.

Meetings between the College fieldwork supervisor 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. The College fieldwork supervisor will be prepared to provide advice and demonstration of such processes as treatment methodologies, methods of professional conduct, or instruct in such areas as intra-agency or inter-agency functioning and community development. Again, the focus is on facilitating learning at the individual student's level and circumstances.

D. EVALUATION

- a) Students will be required to develop and maintain a goal attainment record. Format to be provided in Seminar class. Goals will be reviewed on an on-going basis with the College fieldwork supervisor, the agency supervisor and the Seminar instructor, and will be revised regularly.
- b) There will be two performance evaluations - one at mid-placement and one at the end. The evaluation will encompass the student's achievement of objectives, as well as their process of achievement and performance. Evaluation is coordinated and organized by the College field work professor, with input by the placement site supervisor and the student.

The College's format will be used for both the mid-term placement progress report and the final evaluation. Each student will be fully aware of what is in their evaluations. The College fieldwork supervisor assigns the final grade.

- c) Punctual attendance at placement and completion of assignments will be considered by the professor in assigning the field grade.

Note: Fieldwork evaluation is not an exact science. Agency circumstances and student needs may change during the course of fieldwork. The College fieldwork instructor provides the consistency required for fair and accurate placement evaluation. Flexibility may be required and shall be seen as a professional skill.

ADDITIONAL NOTES:

1. Students are required to observe the CYW Placement Policies. Each student will receive a copy of these at the start of the placement. Any breach of these policies, including items related to attendance, punctuality, attitude, confidentiality etc. could result in disciplinary action, suspension or termination of the placement.
2. Students are expected to read the "Professional Obligations", attached to this outline.
3. Students are expected to be familiar with the College's "Student Rights and Responsibilities" policies.

0 **EVALUATION PROCESS/GRADING SYSTEM:**

Fieldwork is assigned an "S" or "U" grade ("S" = satisfactory completion of requirements); "U" indicates unsatisfactory completion or incompleteness of requirements or "F" (repeat)). Additional comments in the evaluation form will identify particular areas of strength and areas for improvement.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 – 79%	2.00
C	60 – 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

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.

V. 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

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.

VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VII. 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.

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 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 cooperatively with other persons having regard for their areas of competence.
6. To use care in expressing your 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 clients.
8. To use information received in the course of professional relationships in a responsible manner.

Following are a number of rules pertaining to the student's relationship to the field placement location he or she will be working in.

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 professionals in training, and thus expected to follow through on the instruction of the field contact personnel. New approaches to your assignments must first be approved by the field contact.
3. Do not be afraid to 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 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 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 staff who work there.
8. Any problems encountered in your field placement should be taken to your fieldwork 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 College fieldwork supervisor (by voice mail if you are unable to reach him/her in person) 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.

C. Y. W. CODE OF ETHICS

- 1) We will treat client/family with dignity and will respect their unique differences in culture, religion, race and sexual orientation.
- 2) We will respect the confidentiality of each client/family.
- 3) We will respect, safeguard and advocate for the rights of each client and/or family.
- 4) We will be knowledgeable about and adhere to all relevant municipal, provincial and federal laws.
- 5) We will not use or condone the use of corporal punishment under any circumstances.
- 6) We will not condone sexual involvement with clients.
- 7) We will develop, implement and administer the policies and procedures of our respective agencies and institutions.
- 8) We will only enter into contracts that will allow us to maintain our professional integrity.
- 9) We will cooperate with other professions which offer service to our clientele.
- 10) Recognizing that we are a catalyst for change, we will:
 - a) utilize current and knowledgeable methods and techniques in order to provide quality service to our clientele and;
 - b) actively seek out opportunities to learn and develop as well as support growth in our co-workers and other professionals.
- 11) We will promote client autonomy and increased self-esteem.
- 12) We will treat our client, holistically, encompassing family, peer group and community.
- 13) We are committed to the ongoing development of our profession through competent training and supervision of Child and Youth Worker students.
- 14) We will conduct ourselves in a professional and ethical manner at all times.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
CHILD & YOUTH WORKER PROGRAM

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: _____