

I. COURSE DESCRIPTION:

This is the second level of field placement in the Child and Youth Worker Program. Competency standards comply with CSAC, DACUM and OACYC ethical guidelines. 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 the 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 the placement setting.

Elements of Performance:

- work collaboratively and cooperatively with supervisors and the staff team to identify the roles and responsibilities of the student on placement.
- establish and implement strategies to accomplish these tasks and student's individual learning objectives.
- utilize theoretical learning as it applies to the placement in order to develop professional working relationships.

2. Interact with youth in ways that promote growth and development.

Elements of Performance:

- model attitudes and behaviour appropriate to the setting.
- demonstrate warmth and genuineness as part of the counselling skills training, in responding to the unique needs of each client.
- utilize activity planning as a tool to build relationship.
- demonstrate an ability to work with the client at the appropriate developmental level in ways to promote client growth.
- demonstrate an ability to work with the dynamics of the client group in order to promote growth

3. Communicate effectively in verbal, non-verbal and written forms which enhance the quality of service.

Elements of Performance:

- utilize professional language in reports and in communication with agency staff.
- demonstrate an ability to communicate with clients in a professional manner that is suitable to the clients' developmental needs and agency mandate.
- evaluate communications and adjust for any errors in content, structure, style and mechanics.

4. Engage in ongoing self-assessment for the purpose of enhancing professional performance.

Elements of Performance:

- evaluate one's own thinking, problem-solving and value system in conjunction with accepting responsibility for one's own behaviour.
- evaluate one's decisions and practices in the setting as part of self-assessment.
- review one's wellness plan as a strategy for one's overall success and self-care.
- evaluate and act upon constructive feedback.

III. TOPICS:

1. Professional Obligations (attached)
2. Developmental needs of at-risk youth
3. Processes and practices of Child and Youth Work

Field Work II is conducted in an individualized learning mode as a way to assist students to meet their learning objectives and to fulfill the necessary course requirements.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Placement Package (provided by the College.) Daily Calendar/Agenda (provided by the Student).

V. EVALUATION PROCESS/GRADING SYSTEM:

Students will be evaluated on an ongoing basis with formal reports issued both at mid-term and at the final of placement. Each student will have input into the evaluation process and an opportunity to respond accordingly. The agency supervisor(s) will complete the evaluation form and the College fieldwork supervisor will decide the final grade.

1. Personal and performance objectives will be established with the college fieldwork supervisor and discussed in Seminar II. The agency supervisor will be aware of the expectations and will have considerable input in the implementation of these expectations.
2. Students will be required to maintain monthly College Placement time sheets to be handed in to the Seminar II professor at the end of each month. If students are unable to produce time sheets within a week of month's end, placement may be suspended until time sheet is submitted. Placement hours would then be required to be completed at a later date.
3. Students are expected to work with agency supervisor and staff to prepare a working schedule that can facilitate their learning objectives.
4. Regular supervision meetings with the student, agency supervisor, and college fieldwork supervisor will afford the opportunity to monitor the individual student's progress. The instructor will also be prepared to use this opportunity to discuss such things as treatment methodologies, methods of professional conduct, or treatment theories as applicable to the situation.
5. Students are expected to comply with the CYW Code of Ethics
6. 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.

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 (see <i>Policies & Procedures Manual - Deferred Grades and Make-up</i>).	
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.

VI. 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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703, 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 the *Student Code of Conduct*. 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 professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

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.

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 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. 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 its 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.

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: _____