

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Practicum Orientation
CODE NO. : CYW103-1 **SEMESTER:** 1
PROGRAM: Child and Youth Worker
AUTHOR: Betty Brady, Sandy MacDonald, Mike McFarling
DATE: June 2007 **PREVIOUS OUTLINE DATED:** June 06
APPROVED:

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 1
PREREQUISITE(S): None
HOURS/WEEK: 4 (4 weeks)

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course is a 16-hour course which prepares students for fieldwork experiences in educational settings. It involves the science of observation, reporting issues, CYW policies and ethics, and confidentiality issues. This course is a prerequisite to first level placement in the Child and Youth Worker Program.

The fieldwork and seminar format enables students to gain self-confidence in their abilities and share their problems, anxieties and feelings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Define behaviour and examine one's own behaviour as a professional.

Elements of the Performance:

- describe and demonstrate the difference between perception and behaviour.
- examine one's own behaviour with regard to time management, study skills, classroom behaviour, etc.
- identify learning objectives for one's professional development and the strategies to accomplish these
- incorporate feedback and suggestions made in the classroom, through supervision and in reports

2. Develop observation skills and communicate these observations effectively in oral, written, and non-verbal forms.

Elements of the Performance:

- apply the methodologies of observation pertinent to a practical setting.
- describe all aspects of the individual child.
- use language orally and in written reports that is suitable to the profession.

3. Perform ongoing self-care to enhance professional competence.

Elements of the Performance:

- development of a strategic plan for one's own success.
- review the results of one's actions and decision
- reflect on processes and practices identify any errors and make corrections
- examine the impact of personal values and beliefs on actions and decisions
- evaluate and act upon constructive feedback

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

4. Demonstrate a working knowledge of all applicable areas involved in fieldwork training.

Elements of the Performance:

- apply relevant policies and procedural requirements to case studies accurately
- articulate the roles of the various related professionals in the area of education
- define the concepts of confidentiality, professional ethics, prevention and intervention, diversity training, etc.

5. Apply methods and strategies learned and be prepared to apply in a written plan.

Elements of the Performance:

- Analyze the results of one's decisions
- Demonstrate a working knowledge through plans

III. TOPICS:

1. Observational strategies, and application of observational strategies to the field and to self.
2. Recording techniques and Reporting techniques – both oral and written
3. Application and rationale for use of these techniques and professional standards and practice.
4. Self care/Time Management
5. CYW Policies and Ethics
6. Role of the applied training for Child and Youth Workers.

IV. EVALUATION PROCESS/ GRADING SYSTEM:

1. Preservation of confidentiality as per CYW policy.
2. Regular attendance at Fieldwork Preparation. This means that 80% of classes per semester is minimum attendance. The course will need to be taken over if attendance falls below 80%. The purpose of attendance is to ensure that activities are done with a receptive contributing audience as well as to allow students to demonstrate their professional commitment. Professional level participation is expected and one cannot participate if absent.

Allowance is made here for emergencies. The instructor reserves the right to ask for verification of absence in any case.

IV. EVALUATION PROCESS/ GRADING SYSTEM:

3. Participation in activities and discussions is required. The instructor will determine the grading for this section.
4. Students will be required to submit a plan outlining an overview of their academic schedule for this semester including time allotted for study.
5. Students will write three tests on material covered over the duration of the course.
6. Students will be required to perform training and a structured observation exercise.
7. Completion of placement and related report and documentation is required by students as well.

GRADING SYSTEM

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|----|----------------------------------|-----|
| 1. | Personal Strategic Success Plan: | 10% |
| 2. | Strategies | 25% |
| 3. | 1 Test | 40% |
| 4. | Attendance/Participation | 15% |
| 5. | Observation Report | 10% |

The instructor has the prerogative of assigning a rewrite if work is not performed at a suitable level. This will be explained in class so that everyone is aware of expectations. If training or activities are missed for any reason, the opportunity to re-schedule may not be available.

Time lines will be given and must be adhered to. Need for extensions may result in fieldwork being jeopardized.

COLLEGE GRADING POLICY

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%	
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.	

COLLEGE GRADING POLICY

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), visit the Special Needs office, Room E1101 or call extension 2703 as soon as possible so that support services can be arranged for you. Subsequently you are encouraged to discuss, with your professor, accommodations required to enable you to meet the course competencies.

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.

Communication:

Please use your seminar class link for Orientation to Community Practicum.

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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.

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 Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.

VIII. CODE OF ETHICS:

1. To regard the welfare of the individuals, the groups 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.
5. To work co-operatively 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/her 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 pertaining to the students' 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 education value from his or her field placement experience.

IX. PROFESSIONAL OBLIGATIONS:

1. Find out all you can about your field placement setting, its policies, functions and general philosophy taking care to ask only 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 and observe.
5. Never be judgmental 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. Never be openly critical. Concerns of the service delivery can be discussed in the confidence of the Integrated Seminar.
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 if you are asked.
8. Any problems encountered in your field placement should be taken to your field work supervisor. Never confront the staff with the problem.
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 confidential manner. During the Integrated Seminars, you will maintain confidentiality by referring to your clients by fictitious names and deleting only facts that you believe to be identifying to those present.