

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. A Progress Report will be issued in October or February. Final evaluation will be issued in December or April. The field agency supervisors and college supervisor will decide the final format and the grade will be issued by the professor.

Community Practicum (CYW101-7) is 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. Even where more than one student is at the same school, the placement learning experience is treated as an individualized process.

1. 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.
2. Students will be required to maintain monthly College Placement time sheets and submit them monthly in their seminar class. They are also responsible for submitting their midterm and final placement evaluation in October and December or February and April.
3. Students have the opportunity to have two attempts at first level practicum and two attempts only.
4. 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.
5. Requirements as part of Integrated Seminar will be fulfilled as well.
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.
7. Students are expected to read and adhere to the "Professional Obligations" attached to this outline.

V. EVALUATION PROCESS/GRADING SYSTEM (cont.)

The following semester grades will be assigned to students:

| <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. | |
| 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.

VI. SPECIAL NOTES:

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.

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.

COURSE NAME**CODE**Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

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 Student Code of Conduct. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

Tuition Default – Fall Semester:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November, will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Tuition Default – Winter Semester:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *March*, will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

VII. 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.

VII. PROFESSIONAL OBLIGATIONS (cont.)

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, observe, and work.
5. 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.
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 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.