

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 Community Practicum Orientation is essential. This means that 80% of classes per semester is minimum attendance. The course will need to be taken again 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 one test on essential material covered in the course. 70% is necessary for a pass in this test.
6. Students will be required to perform training and a structured observation exercise.
7. Students will submit a strategies assignment on date established.

GRADING SYSTEM

- | | | |
|----|----------------------------------|-----|
| 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:

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.

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:

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.

VI. 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.

VII. 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.