

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** FIELDWORK III – COMMUNITY CONCEPTS

**CODE NO. :** CCW240 **SEMESTER:** 4

**PROGRAM:** CHILD AND YOUTH WORKER

**AUTHOR:** SANDY MACDONALD, MIKE MCFARLING, BETTY BRADY,  
JEFF ARBUS, MARY RITZA

**DATE:** JAN/2004 **PREVIOUS OUTLINE DATED:** JAN/03

**APPROVED:**

	_____	_____
	DEAN	DATE

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** CCW215, CCW238

**COREQUISITE(S):** CCW241

**LENGTH OF COURSE:** 50 hours

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*For additional information, please contact the Dean*

*School of Health and Human Services*

*(705) 759-2554, Ext. 603, 689*

**I. COURSE DESCRIPTION:**

This course will consist of intensive study through an experiential format, of community impacts upon human behaviour. Community, as examined throughout this course, refers to any shared milieu, which influences development and behaviour. For example, some communities are defined by cultural, religious or historical commonalities, while others are based upon shared experiences, interests, demographics, geography, economic realities or personal/professional affiliations.

In our examination of community, particular attention will be devoted to those communities that have impacted students personally, as well as those that impact on the client populations we serve. A general aim will be for students to develop awareness and a practical understanding of the community context and its processes. To this end, we will examine some of the issues, challenges and successes experienced by various “communities”.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. engage in self-assessment, which promotes community awareness and enhances professional performance.

Elements of Performance:

- will reflect upon and describe personal reactions to assigned readings
- will reflect upon and describe relevant aspects of familial, cultural and community influences in their own lives

2. engage in professional relationships, which enhance the quality of service for children, youth and families.

Elements of Performance:

- will demonstrate and record appropriate professional interactions with colleagues, speakers, and faculty for the purposes of professional growth and group development in relation to community and cultural awareness

3. identify and access professional development resources and activities, which promote professional growth, in relation to community and cultural awareness.

Elements of Performance:

- will utilize information from a variety of sources and perspectives to articulate an understanding of relevant community and cultural issues for future application

**III. TOPICS:**

1. Defining Community
2. Introduction to Community Concepts
3. Cultural and Sub-Cultural Communities
4. Urban and Rural Community Work
5. The CYW Professional Community

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

The following must be read prior to mid-April:

1. Becoming a Helper. 4<sup>th</sup> edition. Ch. 8 – Cultural Diversity in the Helping Professions; Ch. 11 – Working in the community, and Ch. 13 – Working with Groups and Families.
2. Into the Daylight: A Wholistic Approach to Healing. Calvin Morrissette

**METHODOLOGY:**

The course will include student presentations, instructor lecture, guest lecture, simulation exercises, research, and films. Students will be active participants in all phases of the program. Hours will vary and will be difficult to predict. Students **MUST** be flexible and prepared for long days and challenging learning experiences.

Costs for gifts, honoraria, etc., to be shared amongst students and the College.

**V. EVALUATION AND GRADING SYSTEM:**

There will be a variety of assignments. Some have been mentioned in this outline. All students will be required to maintain a journal, with daily entries from the beginning of the course to the final day.

The tentative grading breakdown is:

Reaction papers (assignment # 2) (15% each)	30 %
Journal (assignment # 3)	15 %
Professional Development Essay (assignment # 4)	10 %
Participation, commitment, professionalism, deportment, respectfulness, and other attitudinal components to be discussed with students	45 %
<b>* See Item VI. Re: attendance requirements</b>	100%

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

<u>Grade</u>	Definition	<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.

## VI. SPECIAL NOTES:

### LEARNING OBJECTIVES:

The pursuit of these objectives is tied closely to the activities, which are required (eg. individual research, oral presentations, group discussion and problem solving, etc.). It should be recognized and accepted that, at the discretion of the faculty, learning activities and learning objectives may be modified or altered at any time before or during the program. Students will be informed of any changes, and the reasons for them, as soon as reasonably can be done. Students will note that in the event of changes every effort will be made by the faculty to keep the program content at a level similar to that of which students had been advised in this outline.

### ATTENDANCE AND PUNCTUALITY:

It is mandatory that each student attends every day of this program. Due to its brevity, there is no allowance for absence for anything other than a documented medical emergency, i.e. life-threatening or of a similar serious nature (where permanent physical injury may result if treatment not immediately obtained) to oneself or a member of one's immediate family. Even in such an event, absence may jeopardize one's success in the course. All other non-emergency absence or lateness will have direct negative impact on the student's grade, and could result in immediate removal from this course.

### PROFESSIONALISM:

All students will be expected to conduct themselves professionally at all times in this course. This applies with regard to confidentiality and the treatment of our various guests. This will be explained further in class.

### FINAL NOTICES:

As written earlier, changes may be made to this outline, at any time, by the faculty. Notice will be given to the students of any such changes.

Students who for personal or health reasons may be unable to complete any portion of this program are advised to declare themselves to one or more of the C.Y.W. faculty, IN ADVANCE of the first day of this program. This disclosure may be done in confidence - i.e. no other student will know unless the student-in-question declares themselves to fellow students. Note that such information may be discussed in closed meetings of the C.Y.W. faculty, with or without other College personnel.

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 ext. 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 postsecondary 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.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

**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.

### Introductory Student Assignment (Assignment # 1)

In order to prepare for this special program, each student must complete a degree of research prior to the start of the program. A summary report of the research findings will be expected during the first two days of the program. This report will be presented orally.

**Subject for research:** Students will undertake to define and describe the cultural and community influences that have shaped their own development to this point in their lives. Such influences may include, but are not limited to the following: family heritage, custom, life-style; locale (i.e. town, city, country); religious/spiritual; sub-cultural (i.e.. recovering alcoholic, street culture, sports culture, school culture, etc.); ethnic; language; and so on. There may not be any limit on how many influences there may be - in this case students are asked to pinpoint the main ones, in their own subjective estimation. The focus may range from a discussion of generalities, to a discussion of individual events or people (i.e. models or heroes). **IDENTIFY THE VALUES YOU BRING TO CHILD AND YOUTH WORK AS A RESULT OF THESE INFLUENCES AND HOW THESE VALUES HELP OR HINDER YOU IN YOUR WORK WITH OTHERS.**

The outline is deliberately vague. Students will have to decide for themselves what the major influences have been. Depth and clarity of explanation will be viewed very favourably.

**Purpose:** This assignment was designed by the instructors of this program to serve as an introduction to the subject of cultural/community influence. It is believed that by starting with the self, the student can better empathize and relate to the experiences of others. This concept follows from those proposed by various writers, including Freud, Rogers and Corey, who stressed the need for self-knowledge as a prerequisite to acquiring knowledge about others. By participating, the instructors will model the application of this concept.

**Caution:** This assignment, like this entire program, is not intended to be therapy for the participants. The aim is neither to feel a need to justify one's own existence or experience, nor is it to analyze, judge or accept as one's own the experiences of others. The aim, simply and concisely, is to understand the experiences of others, and to be able to apply that understanding in a professional fashion within the context of the helping relationship.

This is, in short, a learning exercise, not an analytic one.

**Format:** The results of the research must be presented orally. Students will need to be clear and endeavour to be sure the audience understands the presentation. There is no time limit; however, the instructors will guide the presentation length and will help to keep the students on track.

There may be extensive discussion of the presentation content. All students must be prepared for this. As well, the discussion may be emotional and moving at times. This should be accepted within the limits outlined in the "caution" section above.

**Assignment #2****Due:** \_\_\_\_\_

## 1. Into the Daylight. Calvin Morrisseau

In a minimum of three pages, describe your thoughts, ideas, impressions as you read this text.

The story does have a certain emotional impact and your response to this should be included in your paper. However, further to this, identify the cultural influences and community context that both contributed to and then helped to resolve his difficulties. BE SPECIFIC. (The Factor table may be helpful here – i.e. in terms of predisposing, precipitating, perpetuating and/or protecting factors.)

2. Becoming a Helper (Chapters: 8, 11, and 13 in the 4<sup>th</sup> edition (Diversity, Community & Family)

Using the focus questions from the various chapters as a guideline, comment briefly on your own cultural, community and familial background, and how these environments have influenced you. For the purposes of this paper, focus on positive influences. Again, BE SPECIFIC in describing the values and learning you acquired in the various milieus which shaped your own development (family, school, neighbourhood settings etc.) and how these affect you as a CYW.

Using the focus questions and statements in Chapter 13 (Pgs. 323, 324, 328-330) as a guideline, briefly discuss three group skills, which you are likely to demonstrate during your FW 3 experiences. Comment also on the kinds of skills you would most like to see demonstrated by your classmates in relationship to your own professional growth (i.e. what skills can you offer and what kinds of skills/supports will you need from others throughout this experience?)

The text suggests that all individuals (even those seeming most marginalized) are part of a community system and that helpers can play an active role in mobilizing the resources within a community in order to benefit its members in meaningful ways. "The community perspective emphasizes social change, rather than merely helping people adapt to their circumstances." Comment briefly on this statement from your perspective as a Child and Youth Worker. Support your ideas with material from your classes & placement to date, as well as examples from the chapter.

**Assignment #3:****Due:** \_\_\_\_\_

## 1. Each day of FW 3, you will be expected to record the following information in a journal which will be reviewed by your instructors at the end of the course:

- a. Facts: brief summary of what you did (i.e. met with a representative from ... who explained that ..., etc.)
- b. Feelings: summary of your feelings about what you experienced both personally and professionally (i.e. your response to the material presented)
- c. Group Skills: description and explanation of at least one group skill, which you demonstrated during the day (i.e. how were you able to support, encourage, cooperate with your class-mates, facilitate discussion, etc.)

**Assignment #4****Due:** \_\_\_\_\_

The focus of this report needs to be on the Child and Youth Work professional community and your role within this profession. Given the diversity of presentations from other members of the CYW profession, there is a range of work available with common themes presented.

Identify your understanding of the professional Child and Youth Worker. Draw on your experiences from FW3 and past field work and classroom experiences.

Identify the skills you have to contribute to this profession and your plan to develop and further your skills during your next year in the program – both in your field work and classroom experiences. Identify also the areas you want to develop and challenge within yourself based on past feedback, self-reflection and current knowledge gained regarding what it takes to be a professional CYW.

This report should be 2 – 3 typed pages and is worth 10%.

**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  
CYW Course outline for the course \_\_\_\_\_. I understand its contents and  
agree to adhere to them.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_

**Seminar 3  
Grades Assigned**

**Student:** \_\_\_\_\_

**Reaction Papers**

Into the Daylight /15

Becoming a Helper /15

Journal Assignment /15

Professional Development Essay /10

Participation in Various Activities,  
Debriefings, and Question/Answer Opportunities /15

Attendance and Punctuality  
(5 days @ 3 marks for each morning session  
and 3 marks for each afternoon session) /30

**FINAL GRADE FOR SEMINAR 3 /100**

**Grading Criteria for Fieldwork 3 Reaction Paper:  
Into the Daylight**

**Student:** \_\_\_\_\_

Lowest Mark = demonstrated skill/competence somewhat below expected level  
 Middle Mark = demonstrated skill/competence at expected level for second year student  
 Highest Mark = demonstrated skill/competence beyond assignment expectations

Paper is a minimum of 3 pages in length	0	1.5	2
Student clearly describes his/her own <u>thoughts and ideas</u> in reaction to the text material	1	1.5	2
Student clearly describes his/her own <u>feelings</u> in reaction to the text material	1	1.5	2
Student identifies and comments on relevant cultural influences related to the author's circumstances – has identified at least <u>two specific cultural influences</u>	2	3	4
Student identifies and comments on how the Community Context contributed to the author's difficulties	1	1.5	2
Student identifies and comments on how the Community Context helped resolve the author's difficulties	1	1.5	2
Paper is neat and well written	0		1

**Final Grade out of /15**

**Comments:**

**Grading Criteria for Fieldwork 3 Reaction Paper:  
Becoming a Helper**

**Student:** \_\_\_\_\_

Lowest Mark = demonstrated skill/competence somewhat below expected level  
 Middle Mark = demonstrated skill/competence at expected level for second year student  
 Highest Mark = demonstrated skill/competence beyond assignment expectations

Student clearly describes his/her own cultural, community and familial background	1	1.5	2
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Student describes the influence of his/her background on personal development (i.e. the values, learning etc. which came out of the experiences)	1.5	2	3
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Student identifies at least 3 group skills he/she was able to demonstrate in FW3 and skills he/she needed from others throughout the experience	2	4	6
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Student comments thoughtfully on the statement that “community development emphasizes social change, rather than merely helping people adapt to their circumstances”	1	1.5	2
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Paper is well written and appropriate in length (i.e. long enough to do the material justice, but also concise in summarizing key points)	1	1.5	2
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**Final Grade out of /15**

**Comments:**

## Grading Criteria for Journal Assignment

**Student:** \_\_\_\_\_

Lowest Mark = demonstrated skill/competence somewhat below expected level  
 Middle Mark = demonstrated skill/competence at expected level for second year student  
 Highest Mark = demonstrated skill/competence beyond assignment expectations

### Day 1

Student summarizes <u>factual content</u>	0	.5	1
Student clearly summarizes personal and professional <u>feelings</u>	0	.5	1
Student clearly describes a <u>group skill</u> he/she demonstrated during the day	0	.5	1

### Day 2

Student summarizes <u>factual content</u>	0	.5	1
Student clearly summarizes personal and professional <u>feelings</u>	0	.5	1
Student clearly describes a <u>group skill</u> he/she demonstrated during the day	0	.5	1

### Day 3

Student summarizes <u>factual content</u>	0	.5	1
Student clearly summarizes personal and professional <u>feelings</u>	0	.5	1
Student clearly describes a <u>group skill</u> he/she demonstrated during the day	0	.5	1

### Day 4

Student summarizes <u>factual content</u>	0	.5	1
Student clearly summarizes personal and professional <u>feelings</u>	0	.5	1
Student clearly describes a <u>group skill</u> he/she demonstrated during the day	0	.5	1

### Day 5

Student summarizes <u>factual content</u>	0	.5	1
Student clearly summarizes personal and professional <u>feelings</u>	0	.5	1
Student clearly describes a <u>group skill</u> he/she demonstrated during the day	0	.5	1

**FINAL GRADE OUT OF /15**



**Fieldwork 3 – Attendance/Participation**

**Student Name:** \_\_\_\_\_

Overall level of attendance and punctuality.

5 days (at 3 marks for each morning session and 3 marks for each afternoon session)

/30

Demonstration of commitment, professionalism and respect (i.e. as shown to speakers, fellow classmates, faculty etc.).

1                      2                      3                      4                      5

Level of active involvement in debriefings, question and answer period etc.

1                      2                      3                      4                      5

Level of active involvement in specific activities (creative presentations, problem solving tasks, and group assignments)

1                      2                      3                      4                      5

**Final Grade out of /45**