

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

## COURSE OUTLINE

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

**CODE NO. :** CCW240/CCW241                      **SEMESTER:** 4

**PROGRAM:** CHILD AND YOUTH WORKER

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**DATE:** JAN/2007              **PREVIOUS OUTLINE DATED:** JAN/2006

**APPROVED:**

	_____	_____
	DEAN	DATE
<b>TOTAL CREDITS:</b>	4	
<b>PREREQUISITE(S):</b>	CCW215, CCW238	
<b>COREQUISITE(S):</b>	CCW241	
<b>LENGTH OF COURSE:</b>	50 hours	

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

**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 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 describe 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 and Service Delivery
3. Cultural and Sub-Cultural Communities
4. Urban and Rural Community Work
5. The CYW Professional Community

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

No text required

**V. METHODOLOGY:**

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

**VI. EVALUATION AND GRADING SYSTEM:**

Assignment 1: Oral Self Presentation (Guidelines and Grading Criteria attached)	20%
Assignment 2: Summary Paper based on course materials (Guidelines and Grading Criteria attached)	40 %
Participation, commitment, professionalism, deportment, respectfulness, and other attitudinal components to be discussed with students	40 %
<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>	<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.	
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.

**VII. 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 CYW 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 CYW 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 professor 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.

**VIII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

**IX. 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. (20%)

Grading Criteria Attached

**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 re: Assignment #1**

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 debriefing 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.

**Grading Criteria for Assignment 1 – Oral Self Presentation**

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

Degree to which students demonstrate skill and competence in each of the following areas:

Minimal Level of Skill and Competence - Lowest Scores  
Expected Level of Skill and Competence - Middle Scores  
Exceptional Level of Skill and Competence - Highest Scores

Student defines and describes several cultural and/or  
community influences that have shaped his/her life  
to this point

2	3	4	5	6
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Student identifies the values he/she brings to child  
and youth work as a result of these influences and how  
these values help or hinder him/her in working with  
others

2	3	4	5	6
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Student is able to demonstrate a reasonable level  
of trust and openness in this assignment, as indicated  
by the nature and substance of what is shared

4	6	8
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**MARK OUT OF**

**/20**

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

Guidelines and Grading Criteria  
Summary Paper (4 – 6 pages)

The Summary Paper has four components (analysis of self-presentations, native cultural training, professional development and group dynamics, respectively) which are each worth 10%. The following questions are intended to stimulate your thinking and guide your analysis, but you are not limited to these questions in your response. Feel free to include any additional information you feel is pertinent.

Analysis of Oral Self Presentations (Day 1 of Fieldwork 3) – 10%

(a) As you listened to your classmates and teachers share their personal stories, what similarities and differences did you notice in the range of experiences that have brought each of them to the helping professions? What were some of the common threads, and where did their stories differ in significant ways? Without referring to the particular story of any individual member of the group, describe your own emotional reactions to what was shared? (5 marks)

1                      2                      3.5                      4                      5

(b) Describe your thoughts and feelings about having shared your own story with the group. Are you comfortable with what you shared, or do you now wish you had shared more or less, and why? What did you learn about the personal sharing process and/or about yourself as a result of having engaged in this exercise - and how might this awareness assist you in your work with clients? (5 marks)

1                      2                      3.5                      4                      5

Analysis of Native Cultural Teachings (Day 2 of Fieldwork 3) – 10%

Based on information and experiences shared in this component of the course:

(a) Identify some of the unique challenges facing Native communities (on and off reserve) and the historical context in which these difficulties arose. Specifically, identify some of the key factors Child and Youth Workers should consider when working with Native children and families. (5 marks)

1                      2                      3.5                      4                      5

(b) Describe some of the strengths in Native communities and Native culture – and explain the concept of cultural healing. From a personal perspective, describe your own reactions to the teachings presented in class. (5 marks)

1                      2                      3.5                      4                      5

Assignment #2 (cont.)

Analysis of Professional Development Presentations (Day 3 of Fieldwork 3) – 10%

Based on material presented by various speakers, in combination with your own classroom and field experiences:

(a) Define and describe what you consider to be the core characteristics of the professional Child and Youth Worker. Specifically, what unique skills, knowledge and attitudes are associated with the profession? (5 marks)

1                      2                      3.5                      4                      5

(b) At this point in your training, how would you rate yourself in regard to the qualities and characteristics identified in question (a)? What are your current strengths and needs as you enter your final year of training, what are your professional goals, and how do intend to attain those goals over the next several years? (5 marks)

1                      2                      3.5                      4                      5

Analysis of Group Dynamics and Group Process (All 3 days of Fieldwork 3)

(a) Describe specific group dynamics skills that you demonstrated during Fieldwork 3, and provide concrete examples of contributions you made to the group process. Explain how you supported and interacted with others, or what prevented you from doing so? As you look back, are you satisfied with your performance in this respect, and why? (5 marks)

1                      2                      3.5                      4                      5

(b) What did you find the most challenging and the most enjoyable aspects of the group process in Fieldwork 3, and why? Do you have any suggestions for future offerings, about how the group process might be enhanced? In general, do you feel the group functioned effectively? Why or why not?

1                      2                      3.5                      4                      5



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