

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Field Work I for Social Service Workers
CODE NO. : SSW110 **SEMESTER:** 2
PROGRAM: Social Services Worker Program
AUTHOR: Leanne Murray, MSW, RSW
DATE: Jan/2005 **PREVIOUS OUTLINE DATED:** Jan/04
APPROVED:

DEAN

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): SSW105 or permission of the Program Coordinator, Completion of police records search and health requirements
COREQUISITE(S): SSW112
HOURS/WEEK: 7-8 hours

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In this outline:

"Student" refers to the College S.S.W. student

"Client" refers to the recipient of service - this may be a "client" in a children's service setting or a "student" in a school setting or a "family" in a family services setting, or it may have a broader application in a community development setting

"Placement Site Supervisor"

refers to the person assigned by the placement site to be the S.S.W. student's on-site supervisor

I. COURSE DESCRIPTION:

This course is a co-requisite to Seminar (SSW112). The course is the practicum for the Social Service Worker Program. Students will be placed in a community setting where, under supervision, they will observe and carry out social service work duties as defined by the student, the agency supervisor and the program faculty. The goal of fieldwork is to introduce the students to social service work and to begin integrating knowledge and applying beginning level social service work skills.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Demonstrate a beginning ability to integrate social work knowledge, principles and values from theory to practice.

Potential Elements of the performance:

- a. Develop personal and professional learning goals and performance objectives
 - b. Demonstrate understanding of agency setting, policies and practices
 - c. Apply previously/currently-studied knowledge and skills within the placement setting in accordance with agency setting and College expectations
 - d. Observe and contribute to agency work-team/staff meetings
 - e. Complete observation reports for agency as assigned/required
2. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the performance:

- a. Maintain professional boundaries with clients and colleagues
- b. Establish reasonable and realistic personal and professional goals for oneself to enhance work performance
- c. Access and utilize resources and self-care strategies to enhance personal growth
- d. Act in accordance with ethical and professional standards
- e. Apply organizational and time-management skills
- f. Utilize agency supervision
- g. Evaluate own performance using College reporting formats and evaluations.

3. Develop a beginning ability to assess the needs and resources of individuals, families, groups, and community and identify ways to assist.

Potential Elements of the performance:

- a. Collect, analyze, and synthesize information through observation, research, consultation and supervision
 - b. Identify major presenting issues of service consumers and/or community groups utilizing a holistic or structural understanding of the wider context
 - c. Complete tasks successfully and sensitively while working with diverse populations
 - d. Demonstrate knowledge of relevant social policies, community resources and referral process
4. Develop and maintain professional relationships which adhere to legal and ethical standards.

Potential Elements of the performance:

- a. Seek and utilize supervision/consultation as necessary and appropriate
- b. Demonstrate an increased understanding and knowledge of self in relation to the helping process
- c. Establish working relationships that reflect professional codes of ethics and agency guidelines
- d. Use appropriate relationship building techniques and social work knowledge in the field
- e. Demonstrate the ability to accept and integrate constructive feedback

III. REQUIREMENTS:

Field Work is conducted in an individualized learning mode. Students will meet with the professor, at the start of the placement. This meeting will be for sorting out the various assignments. Thereafter students will be in their individual placements. Even where more than one student is in the same agency, the placement learning process is individualized. The end result will be similar for all. The route each student takes will be specific to his or her needs, consistent with overall requirements, and responsive to placement agency circumstances.

- A. At the beginning of the placement, the students, with the assistance of the professor are to develop personal and professional performance objectives in the form of a Learning Contract. The student, the professor, and the agency supervisor throughout the placement monitor the goals. Goals are modified and additional goals developed during the course of the placement when necessary. **The student, on-site field supervisor, and College faculty must sign the learning contract.**

The student, the professor, and the agency supervisor will strategize and develop placement work assignments, which will provide opportunities for the students to reach their objectives. These assignments are monitored and modified throughout the placement.

- B. Students must maintain a weekly journal record of their activities, experiences, reactions and progress through the placement.
- C. Students will be required to maintain and submit College placement time sheets. This procedure will be explained. There may be additional reporting and monitoring requirements for individual students, as assigned by the individual placement or by the College professor.

D. Meetings between the professor and the student, and usually including the agency supervisor, will afford the opportunity to monitor the individual student's progress, as well as to teach and discuss other issues related to the particular student's placement. The professor will be prepared to provide advice and demonstration of such processes as treatment methodologies, methods of professional conduct, or instruct in such areas as intra-agency or inter-agency functioning and community development. Again, the focus is on facilitating learning at the individual student's level and circumstances.

E. EVALUATION

- a) Students will be required to develop and maintain a learning contract with performance objectives. This will be reviewed with the professor and revised as needed. **The placement supervisor must sign all submissions.**
- b) There will be two performance evaluations - one at mid-placement and one at the end. The evaluation will encompass the student's achievement of objectives, as well as their process of achievement and performance. Evaluation is coordinated and organized by the College fieldwork professor, with input by the Placement site supervisor and the student.

The College's format will be used for both the mid-placement progress report and the final evaluation. Each student will be fully aware of what is in his or her evaluations. The College professor then collates this information and assigns a final grade.

- c) Toward the end of the placement each student will be required to write a "Field Placement Review". This is to be submitted to the professor and the agency supervisor prior to the student's last day of placement. The professor will consider this in the final assignment of grade, along with the evaluations. The professor will provide the outline for this review.
- d) Punctual and regular attendance at placement and completion of assignments will be considered by the professor in assigning the field grade.

Note: Fieldwork evaluation is subjective. It is not an exact science, and should not be regarded as an exact science. Agency circumstances change and student needs change during the course of fieldwork. The professor provides the consistency required for fair and accurate placement evaluation. Flexibility may be required and shall be seen as a professional skill.

ADDITIONAL NOTES:

1. Students are required to observe the SSW Field Placement Information and Policies. Each student will receive a copy of these at the start of the placement. Any breach of these policies, including items related to attendance, punctuality, attitude, confidentiality etc. could result in disciplinary action, suspension or termination of the placement.
2. Students are expected to read the "Professional Obligations", attached to this outline.
3. Students are expected to be familiar with the College's "Student Rights and Responsibilities" policies.
4. Punctual completion of assignments is required. Missed or late assignments are at the professor's discretion for substantial and substantiated reasons. Assignments completed following the due date may not be graded.
5. Students must attend all regularly scheduled fieldwork days. Students are expected to submit a "make-up plan" regarding any missed hours of placement for occasional and exceptional absences (i.e. serious illness, emergency). Professor reserves right to request verification. Student must attend fieldwork consistently in order to maximize their learning.

IV EVALUATION PROCESS/GRADING SYSTEM:

Fieldwork is assigned an "S" or "U" grade ("S" = satisfactory completion of requirements); "U" indicates unsatisfactory completion or incompleteness of requirements or "R" (repeat). Additional comments in the evaluation form will identify particular areas of strength and areas for improvement. Students must be successful in SSW110 in order to continue placement in SSW200-8.

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.

V. SPECIAL NOTES:

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 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 post-secondary 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.

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

PROFESSIONAL OBLIGATIONS: (Keep in mind that you are an observer/trainee on this placement)

1. To regard the welfare of the individuals you serve, the agency, and the College (not always in this order) as your primary professional duty.
2. To hold yourself 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 activities.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use clear communication in expressing your view on the findings, opinions, and professional conduct of colleagues, confining such comments to matters of fact and matters of your own knowledge.
7. To respect the privacy, dignity, and other rights of clients and fellow staff (see policy on confidentiality).
8. To use in responsible manner information received in the course of professional relationships.
9. To follow the Ontario College of Social Workers and Social Service Workers Code of Ethics (attached) where applicable to students.

Following are a number of guidelines pertaining to the student's relationship to the field placement agency in which he or she will be observing/training. It is imperative that each student comprehends fully and follows closely these rules to get the maximum educational value from the 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.
2. Find out your designated role at your field placement location and follow it well. Remember that 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. The Placement Site Supervisor must first approve new approaches to your assignments.
3. Ask the staff for guidance. Do not launch into something you know nothing about.
4. Be polite, courteous, and attentive. Remember that you are there to learn, observe, and work. Assertiveness is also expected, in obtaining feedback, getting information required, and in generating new ideas.
5. Avoid premature judgment on the program, which is 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. Be careful about being openly critical. Concerns about the service delivery can be discussed in the confidence of the supervision meeting, or with the College Professor or Placement Site Supervisor.
6. Clothing and personal deportment are according to acceptable norms of the placement setting. Remember that you are representing your profession, your College, and yourself. A high degree of professionalism is expected. Attendance and punctuality requirements are addressed in the "Program Policies", and under #9 below.
7. Be willing to share any information regarding clients in the setting with the relevant staff who works there.
8. Any problems encountered in your field placement should be taken to your Placement Site 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 professor 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. See also the Field Work Policies for more on attendance and punctuality.
9. 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 that have no direct relationships to the client. At the field placement keep your records and correspondence in a manner consistent with agency guidelines and policies.

**Ontario College of Social Workers and Social Service Workers
Code of Ethics**

1. A social worker or social service worker shall maintain the best interests of the client as the primary professional obligation.
2. A social worker or social service worker shall respect the intrinsic worth of the persons she or he serves in her or his professional relationships with them
3. A social worker or social service worker shall carry out her or his professional duties and obligations with integrity and objectivity.
4. A social worker or social service worker shall have and maintain competence in the provision of a social work or social service work service to a client.
5. A social worker or social service worker shall not exploit the relationship with a client for personal benefit, gain or gratification.
6. A social worker or social service worker shall protect the confidentiality of all professionally acquired information. He or she shall disclose such information only when required or allowed by law to do so, or when clients have consented to disclosure.
7. A social worker or social service worker who engages in another profession, occupation, affiliation or calling shall not allow these outside interests to affect the social work or social service work relationship with the client.
8. A social worker or social service worker shall not provide social work or social service work services in a manner that discredits the profession of social work or social service work or diminishes the public's trust in either profession.
9. A social worker or social service worker shall advocate for workplace conditions and policies that are consistent with this Code of Ethics and the Standards of Practice of the Ontario College of Social Workers and Social Service Workers.
10. A social worker or a social service worker shall promote excellence in his or her respective profession.
11. A social worker or social service worker shall advocate change in the best interest of the client, and for the overall benefit of society, the environment and the global community.