



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

**"Fieldwork 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 the practicum for the Social Services Worker Program. Students will be placed in a community setting where, under supervision; they will carry out social service work duties as defined by the student, the agency supervisor and the program faculty. The goal of fieldwork is to provide the students the opportunity to apply the knowledge, skills and values needed to carry out the role of Social Service Worker.

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

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

1. Demonstrate sound and effective interpersonal skills that promote effective working and helping relationships.

### ***Potential Elements of the performance:***

- a. Establishes and sustains working relationships with consumers, staff, and external community partners.
- b. Maintain professional boundaries with clients and colleagues
- c. Works collaboratively to clarify SSW role and responsibilities within the setting and fulfills them in a professional manner
- d. Functions effectively as a member of a team
- e. Demonstrates competency in various methods of communication

2. Demonstrate the integration of social work knowledge, principles, and values from theory to practice.

### ***Potential Elements of the performance:***

- a. Develop placement-learning goals related to duties assigned and SSW standard learning goal expectations
- b. Apply agency policies and practices related to duties assigned
- c. Apply previously/currently-studied knowledge and skills to helping situations as assigned by agency
- d. Contribute to agency work-team/staff meetings
- e. Complete reports for agency, including client progress and planning reports, and others as required

3. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

***Potential Elements of the performance:***

- a. Establish reasonable and realistic personal and professional goals for oneself to enhance work performance
  - b. Access and utilize resources and self-care strategies to enhance personal growth
  - c. Act in accordance with ethical and professional standards
  - d. Apply organizational and time-management skills
  - e. Utilize agency supervision effectively
  - f. Evaluate own performance using College reporting formats and evaluations.
4. Identify and use professional development resources, strategies and activities that promote professional growth.

***Potential Elements of the performance:***

- a. Seek and utilize supervision/consultation as necessary and appropriate
- b. Determine current skills and knowledge
- c. Demonstrate an increased understanding and knowledge of self in relation to the helping process
- d. Apply theoretical knowledge, skills, and models of intervention to their helping relationships.
- e. Evaluate the effectiveness of their interventions and demonstrate initiative for further professional development

### **III. REQUIREMENTS:**

Field Work is conducted in an individualized learning mode consistent with the SSW program vocational outcomes required. The route each student takes may vary depending upon the fieldwork setting; however each student is responsible to demonstrate social service worker knowledge and skill development consistent with the SSW program requirements as well as, responsive to placement agency circumstances.

- (a) Students are responsible to regularly review the SSW Standardized Learning Contract and engage in learning activities/tasks at fieldwork that promote professional development and skill acquisition at the graduating level. The student, the professor, and the fieldwork supervisor will strategize and develop placement work assignments, which will provide opportunities for the students to reach their objectives. These assignments are monitored and may be modified throughout the placement.
- (b) The student, the professor, and the fieldwork supervisor, throughout the placement, will monitor the student progress with learning. Students must maintain a record of their activities, experiences, reactions and progress through the placement. Fieldwork Activity Log must be completed and submitted bi-weekly to the fieldwork supervisor. Students submit the Fieldwork Activity Log to faculty monthly.
- (c) Students must submit documentation regarding their progress on standardized goals and learning in accordance with faculty instructions and as per negotiated due date.
- (d) Students will be required to maintain and submit College Field Placement time sheets. The procedure will be explained. There may be additional reporting and monitoring requirements for individual students, as assigned by the individual placement and/or by the College professor.

- (e) Students must maintain regular communication with designated fieldwork faculty regarding their fieldwork experience, actively identify concerns/barriers and engage in effective solution/problem-solving process.
- (f) Student **must maintain the attendance requirement** in the co-requisite course, SSW214 to continue in fieldwork.
- (g) Students are required to complete a **minimum of 294 hours** of fieldwork. Students are required to attend all placement days scheduled and arrive on time.
- (h) **Expectations regarding absences**: Students who are absent due to illness or exceptional circumstances are required to contact both the fieldwork supervisor and faculty in advance when feasible and/or on the morning of their absence. An approved plan to make-up the hours missed must be indicated on monthly time sheet. Make-up times require approval of faculty and placement supervisor. Students are granted two days, which may be used for sick time if required without making up the fieldwork hours missed. A request must be made by email to the faculty for this time to be considered. When a “pattern of absences” emerges, a student will be subject to placement review, and/or termination from the placement. It is the students’ responsibility to meet the required fieldwork hours by April 30, 2010(last day of winter semester).
- (i) Students are expected to be prepared for scheduled field placement site visits with faculty, fieldwork supervisor and student. The student is responsible to bring to each scheduled meeting a copy of his or her learning contract and verbally report on learning progress. These meetings afford the opportunity to monitor and evaluate the individual student’s progress, provide support and assist with problem solving when necessary. Students are to forward agenda to faculty one week prior to scheduled site visit.
- (j) Students are required to be familiar with and abide by the SSW Program Field Placement Manual policies and procedures. Non-compliance with relevant fieldwork expectations and/or policies will result in placement review and/or termination in accordance with procedures detailed in the SSW Field placement manual.
- (k) Assignments submitted to fieldwork faculty with **10 or more spelling/grammar errors** will not be graded. Student may have one week to edit work and re-submit to the professor. This is at the professor discretion.
- (l) Students are expected to be familiar with and abide by the College’s “Student Code of Conduct” policies available at <http://www.saultcollege.ca/StudentServices/Student%20of%20Conduct.pdf>

#### 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 “F” (fail). Additional comments in the evaluation form will identify particular areas of strength and areas for improvement. Students must maintain a 2.0 GPA or better to continue in fieldwork. The evaluation format used is documented in the fieldwork manual.

The primary methods of evaluation include:

- A) Successful completion of learning contract document detailing evidence of achievement of SSW fieldwork outcomes.
- B) Successful and timely completion of attendance records and fieldwork activity logs.
- C) Minimum fieldwork hours are obtained by student.
- D) Faculty & Placement supervisor evaluations indicate successful skill development. Formal evaluations are submitted as expected.

Fieldwork evaluation involves some degree of subjectivity and the evaluation process recognizes this. Agency circumstances change and student needs change during the course of fieldwork. Accordingly, flexibility may be required and shall be regarded as a professional skill. The professor provides the consistency required for fair and accurate placement evaluation.

Students will be required to document their learning progress and provide evidence of learning activities through the fieldwork activity log and comments on standardized learning contract. Format posted on LMS and contained in the SSW Fieldwork Manual. This will be reviewed with the professor and revised accordingly. The fieldwork supervisor must sign all submissions.

There will be two formal performance evaluations – one at mid-placement and one at the end of placement. The evaluation is completed by the Fieldwork placement supervisor in conjunction with the student and faculty.

The SSW Program evaluation format (located in SSW Field Placement Manual) 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. The professor reserves the right to assign mid-term and final grade.

Toward the end of the placement, each student will be required to write a “Student Evaluation of Fieldwork Placement Setting”. This is to be submitted to the professor and the agency supervisor prior to the student’s last day of placement.

The professor in assigning the field grade will also consider punctual and regular attendance at placement and timely completion of assignments.

#### Grading System:

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.

***Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**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.

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 for fall courses, March for winter courses, or June for summer courses* 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.

**PROFESSIONAL OBLIGATIONS:**

*(Always keep in mind that you are a student 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.

**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.