

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Field Work I for Social Services Worker  
**CODE NO. :** SSW110 **SEMESTER:** 2  
**PROGRAM:** Social Services Worker Program  
**AUTHOR:** Leanne Murray, MSW, RSW  
**DATE:** Sept/2011 **PREVIOUS OUTLINE DATED:** Jan/11  
**APPROVED:** "Angelique Lemay" Sept/11

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**CHAIR, COMMUNITY SERVICES**

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**DATE**

**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** SSW105 or permission of the Program Coordinator, Completion of Sault College fieldwork requirements  
**COREQUISITE(S):** SSW112  
**HOURS/WEEK:** 7 hours

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

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

**"SSW Faculty"**

refers to the College assigned field supervisor

## I. COURSE DESCRIPTION:

This course is a co-requisite with Seminar (SSW112). The course is the first practicum in 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 placement site supervisor and the SSW 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. Adhere to the SSW standardized learning contract and demonstrate beginning SSW helping skills pertinent to fieldwork setting
- 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

2. Perform ongoing self-assessment 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 professional goals for oneself to enhance work performance
- c. Access and utilize resources to enhance personal/professional 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 identify/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, strengths-based or structural understanding of the wider context
  - c. Complete tasks successfully and sensitively while working with diverse populations
  - d. Identify relevant social policies, community resources and referral process
  - e. Build and establish rapport with clientele served using SSW helping skills
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. EVALUATION:

Fieldwork is assigned an "S" or "U" grade ("S" = satisfactory completion of requirements); "U" indicates unsatisfactory completion or incompleteness of requirements or "F" (failure). Additional comments in the evaluation form will identify particular areas of strength and areas for improvement. **Students must be successful in both SSW110 and SSW112 in order to continue in second year fieldwork courses.**

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%	
A	80 – 89%	4.00
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.	

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.

### EVALUATION PROCESS/GRADING SYSTEM

1. Field Work is conducted in an individualized learning mode consistent with required SSW standardized learning contract. 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. Students will be required to use the SSW Standardized Learning Contract. Progress reports that provide evidence of learning are required as instructed by professor.
2. There will be two formal performance evaluations – one at mid-placement and one at the end of placement. The evaluation is completed by the designated field work supervisor, with input from the student and/or faculty.
3. 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 faculty then collates this information and assigns a final grade.
4. 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 faculty and the agency supervisor prior to the student's last day of placement.
5. The faculty in assigning the field grade will consider punctual and regular attendance at placement, progress toward goals, timely completion of assignments/requirements, hours completed and supervisory feedback. Students are responsible to ensure all fieldwork requirements are met.

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

**REQUIREMENTS:**

- (a) Students are required to observe and adhere to the SSW Field Placement Manual policies and procedures. Each student will receive a copy of this 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. Students are to read and become familiar with the SSW Fieldwork Policies & Procedures Manual to ensure compliance with fieldwork expectations and achievement of related learning outcomes.
- (b) Students are expected to be familiar with and respect the College's Student Code of Conduct.
- (c) Students are expected to read the "Professional Obligations", attached to this outline.
- (d) Students are required to attend an initial orientation meeting and/or scheduled start date at the selected fieldwork setting. Students are encouraged to complete preliminary research about the selected setting prior to the scheduled appointment and/or start date.
- (e) Students are to prepare for the orientation meeting/start date and conduct themselves in a professional manner. Students are to bring copies of the necessary documentation to this meeting (resume, CPR/First Aid certification, Police Search Information, Health Record, Work Education Placement Agreement, Field placement Manual/Quick Guide).
- (f) At the beginning of the placement, the students are responsible to review the SSW Standardized Learning Contract. The student, the faculty, and the fieldwork supervisor will strategize and develop placement work assignments, which will provide opportunities for the students to reach the established learning tasks and activities.
- (g) The student must maintain accurate documentation of this learning and submit progress report to assigned faculty detailing evidence of accomplishment as instructed by professor.
- (h) The student may be withdrawn from the fieldwork setting if the learning contract progress report is not completed and/or not completed satisfactorily.
- (i) Students must complete Fieldwork Activity Logs weekly documenting clearly their activities, tasks, and accomplishments.
- (j) Students shall complete monthly journal reflection documenting their learning and skill development in fieldwork.
- (k) Students shall complete a **minimum of 91 hours** at designated placement. Students are required to attend all placement days scheduled and arrive on time.
- (l) 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 faculty.
- (m) 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.
- (n) Students are encouraged to maintain regular communication with designated fieldwork faculty regarding their fieldwork experience.
- (o) Student **must maintain the attendance requirement** in the co-requisite course, SSW112 to continue in fieldwork.

- (p) **Expectations regarding absences:** Students who are absent due to illness or exceptional circumstances are required to contact both the fieldwork supervisor and faculty ***well in advance*** when feasible and/or **on the morning of** their absence. **Student must document on monthly time sheet the absence and document the approved make- up plan for the missed hours.** When a “pattern of absences” emerges, a student will be subject to placement review, academic contracting/notification and/or termination from the placement. Consistent attendance is required to foster learning.

#### IV. **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, and 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:** (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 Faculty 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 faculty immediately.**

If you are injured in a placement related situation, you must report to the Sault College Health Services within 72 hours, and inform both the agency field placement supervisor and College field work faculty responsible for your field supervision.

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.
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 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.