

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Field Work III

CODE NO.: DSW 205


SEMESTER: III

PROGRAM: Developmental Services Worker

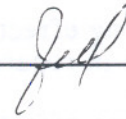
AUTHOR: Betty Brady
INSTRUCTOR: Ed Finn

DATE: Sept.96

Previous Date: Sept.96

APPROVED: 
Dean, School of Human Sciences
and Teacher Education

Date



****NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.**

I. Philosophy/Goals:

Fieldwork III is designed to allow students to apply a great many of their new skills and utilize their knowledge while performing as a member of a professional team. It provides students with a new placement environment and thus the opportunity for developing a greater variety of new skills and competencies. It also encourages students to enhance their existing skills and knowledge. Students will follow through on strategies, plans and techniques as directed by their placement.

II. Student Performance Objectives:

After completing the requirements for Fieldwork III the student will be capable of:

- a) demonstrating effective strategies to encourage independence, to facilitate personal choice, and to assist a person in gaining control over difficult situations;
- b) designing plans to assist and advocate for individuals and families in accessing supports, services, and resources by utilizing their knowledge of these and the relevant legislature;
- c) identifying the person-centred planning process and their role in this process;
- d) evaluating and choosing effective techniques for assisting persons in developing functional skills which respect the age, capabilities, preferences and the individual as a unique person;
- e) selecting accurately formal published (tools) if appropriate or creating effective informal (individualized) tools such as environmental inventories;
- f) demonstrating effective positive learning techniques for persons' personal growth particularly in regards to functional communication, vocational, recreation skills;
- g) demonstrating effective strategies for furthering inclusion and participation for persons;
- h) creating feasible methods which facilitate meeting the needs of the older adult;
- i) evaluating their professional behaviour and selecting areas to improve upon.

III Methodology:

Students will be assigned to various agencies such as; schools, vocational placements, nursing homes, developmental centres, etc. by the DSW department. DSW students will be required to work according to a schedule mutually agreed upon by the student, faculty and field placement supervisor. Shiftwork may be required.

Students will be required to maintain College Placement time sheets. This procedure will be explained in class.

Regular supervision meetings with the student, agency supervisor (teacher) and instructor will afford the opportunity to monitor the individual student's progress. The instructor will also be prepared to use this opportunity to demonstrate such things as treatment methodologies, methods of professional conduct or teaching theories as applicable to the situation.

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Evaluation:

Students will be evaluated on an ongoing basis with formal reports issued both at mid-term and at finals in each semester. Each student will have input into their evaluation with the field agency supervisor and college supervisor. The grade will be assigned by the instructor. Student must be successful in DSW 111 in order to progress to DSW 205.

* **Evaluation** will be according to: DSW 205 - DSW Field Work Evaluation Form Seminar III

Additional Notes:

1. Students are expected to observe the DSW Placement Policies. Each student will receive a copy of these at the start of Placement. Any breach of these policies, including items relating 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.

Professional Obligations:

1. To regard the welfare of the individuals, the group and the community you serve as your primary professional duty.
2. To hold yourself personally 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 associations and activities.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use care in expressing views on the findings, opinions and professional conduct of colleagues, confining such comments to matters of fact and matters of his own knowledge.
7. To respect the privacy, dignity and other rights of clients.
8. To use in a responsible manner information received in the course of professional relationships.

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Following are a number of rules pertaining to the student's relationship to the field placement location he or she will be working in. It is imperative that each student comprehend fully and follow closely these rules so as to get the maximum educational value from his or her 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, 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. New approaches to your assignments must first be approved by the field contact person.
3. Do not be afraid to ask the staff for guidance. Do not plunge into something you know nothing about.
4. Be polite, courteous, and attentive. remember, you are there to learn, observe, and work.
5. Try to avoid premature judgements on the program 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 of the service delivery can be discussed in the confidence of the supervision meeting, or with the instructor.
6. Dress and personal deportment are according to acceptable norms of the placement setting.
7. Be willing to share any pertinent information you have learned in the setting with the staff who work there.
8. Any problems encountered in your field placement should be taken to your field work supervisor. Never confront the staff with the problem in front of clients - wait for a private, appropriate time. be diplomatic.
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.
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 who have no direct relationships to the client. This is applied to other staff within your field placement as well as outside. At the field placement keep your records as well as correspondence in a confidential manner.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
DEVELOPMENTAL SERVICES WORKER PROGRAM

**ADDITION TO D.S.W. PROGRAM POLICIES
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Developmental Services Worker Course Outline:

I, _____, have read the D.S.W.

Course Outline for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Dated: _____

ADDENDUM

To All Students:

In order to assist you in your attempt to complete your course requirements, any special needs accommodation that you may require should be identified to the instructor. Please identify your concern before the next class and submit a written verification within these first three weeks.