

**SAULT COLLEGE of APPLIED ARTS and TECHNOLOGY**

**SAULT STE. MARIE, ON**



**COURSE OUTLINE**

**COURSE TITLE:** Fieldwork IV

**CODE NO:** DSW 229      **SEMESTER:** Four

**PROGRAM:** Developmental Services Worker

**AUTHOR:** Betty Brady

**DATE:** January 1996      **PREVIOUS OUTLINE:** January 1995

**APPROVED:**

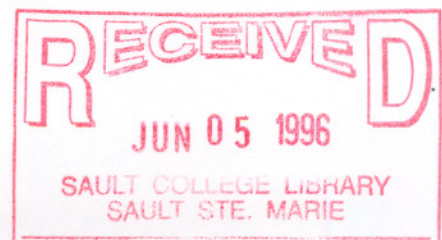
*K. DeRosario*  
K. DeRosario, Dean  
School of Human Sciences and  
Teacher Education

**DATE**

*June 3/96*

**TOTAL CREDITS:** 13

**CO-REQUISITE(S):** DSW 224 Applied Programming Skills



***Philosophy/Goals:***

Fieldwork IV is the final placement and is the most important in regard to investment of time of overall field placement hours and application of new skills. It requires the student to utilize their professional abilities for communication, problem solving, evaluation, and creation while performing as a member of a professional team. It is a placement characterized by application of all the skills, new and old, they have acquired and is marked by initiative, good communication and responsibility ownership. Students will carry out programs in the placement by communicating with the field placement, the person who desires the skills a program can provide them and their academic instructors in a timely, effective, ethical manner.

***Student Performance Objectives:***

- a) After completing the requirements for Fieldwork IV, the student will be capable of:
- b) demonstrating effective strategies to encourage independence, to facilitate personal choice, to assist a person in gaining control over difficult situations.
- c) evaluate and design plans to assist persons in developing skills and abilities related to independent functioning, improved quality of life, express personal choice, and good healthy coping skills for day-to-day problem-solving.
- d) utilize their counseling skills to assist others in understanding their rights and responsibilities, the consequences to their actions and the appropriate expression of emotions.
- e) understand the person-centered planning process and fulfill their role in the process.
- f) evaluating and choosing effective techniques for assisting persons in developing functional skills which respect the age, capabilities, preferences and the individual as a unique individual.
- g) developing effective individualized assessment tools and creating reliable, efficient and ethical learning and behaviour programs. Utilizing continuous evaluation to make modifications to these programs and to successfully teach new useful skills and/or to reduce negative behaviours as necessary.
- h) demonstrate effective positive learning techniques for persons' personal growth and development.
- i) demonstrate effective strategies for furthering inclusion and participation in the community, the family, the schools, and the workplace.
- j) incorporate strategies which consider the particular needs of each individual (i.e. culture, age, medical factors, goals, issues, etc.)

***Student Performance Objectives (cont.):***

- k) display professional behavior at all times. Treat others with respect, follow policies and procedures of field placement and courses, maintain confidentiality, communicate effectively, take responsibility for own actions, be responsible member of a team, manage and organize duties and time, seek out constructive criticism, and report and write reports as needed on the job.
- l) utilize appropriate techniques to foster inclusion.
- m) evaluate their professional behaviour and develop these areas further.

**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.

**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 DSW111 in order to progress to DSW227.

**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.

*Following are a number of rules pertaining to the student's relationship to the field placement location in which he or she will be working. 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 judgmentalism 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 AND TECHNOLOGY  
DEVELOPMENTAL SERVICES WORKER PROGRAM***

**ADDITION TO DSW PROGRAM POLICIES  
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Developmental Services Worker Course Outline:

I, \_\_\_\_\_, have read the DSW 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.