

I. COURSE DESCRIPTION:

Personal responsibility, effective time management and personal planning are key components to maintaining effectiveness within the social services field. Students must have an awareness of the College and placement expectations of placement. This course will guide the student to an informed placement experience.

Fieldwork Seminar I provides the students with an opportunity to meet as a group to share their fieldwork experience. This course is designed to integrate student's increased awareness and understanding of professional self, workplace, and ultimately, the community. In addition, each seminar group will become adept at processing experiences in a concise and effective manner. This is accomplished under the guidance of the primary instructor.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

When you have earned credit for this course, you will have reliably demonstrated an ability to:

- 1. Communicate clearly, concisely and accurately in the written, spoken and visual form that fulfills the purpose and meets the needs of a variety of audiences (ie: peers, agencies, etc.)**

Potential Elements of the Performance:

- Demonstrate an ability to initiate, participate and contribute to verbal communication and interact with the client population, staff and collaterals.
- Complete relevant written reports, summaries, case recordings etc.
- Develop an understanding of the use of non-verbal communication.

- 2. Identify and evaluate goals, plans and barriers experienced by members of the community in need.**

Potential Elements of the Performance:

- Become familiar with identifying client-centred goals.
- Become familiar with Service Plans,
- Identify obstacles/barriers and demonstrate an ability to modify service plans

3. Shape and adapt to any professional setting as an informed and active participant of the helping team.

Potential Elements of the Performance:

- Interact and develop a working and respectful relationships with staff
- Complete required tasks as assigned
- Demonstrate initiative in completing tasks
- Demonstrate a professional appearance appropriate to the placement setting

4. Develop a productive and informed use of the various types of supervision in the workplace including but not limited to individual, group, and peer supervision.

Potential Elements of the Performance:

- Initiate, seek and utilize the support and guidance of the field supervisor
- Comprehend the use of peer supervision/consultation
- Clearly communicate needs, concerns and positive aspects with field supervisor, staff and peers.

5. Identify how human services agencies and programs adapt programs and practices to address the concerns and needs of diverse populations.

Potential Elements of the Performance:

- Develop an understanding of placement services and programs
- Increase awareness of any partnership/collaborate programs or services
- Become familiar with the client population served
- Demonstrate an ability to acknowledge the diverse needs and characteristics of diverse client populations and diverse situations

- 6. Demonstrate an awareness of the challenges of adhering to principles of professional practice within agencies with set regulations, policies and restrictions.**

Potential Elements of the Performance:

- Develop an understanding of agencies policies and regulations which guide service delivery
- Be aware of limitations or restraints affecting service delivery
- Articulate the impact of multi-systemic issues related to service delivery

- 7. Identify ethical questions and dilemmas that arise most frequently and articulate various ethical positions and principles that apply.**

Potential Elements of the Performance:

- Define and identify potential ethical dilemmas.
- Adhere to the teaching of the Seven Grandfathers when interacting with clients and staff
- Develop an awareness of personal and professional boundaries
- Apply the ethics and professional standards of the social services field

III. TOPICS COVERED/LEARNING ACTIVITIES:

1. Preparing to enter the field.
2. Developing Learning Outcomes/Goals.
3. Defining the role of the student in the placement work setting.
4. Moving from the classroom to the field.
5. Adjustments in the Workplace/Personal Responsibility/Self As Role Model.
6. Understanding the placement and agency setting.
7. Ethical Issues and Dilemmas.

8. Self Care.
9. Helping Skills Relevant to Social Services Workers.
10. Workshop Development: Planning and Project Management.
11. Defining Personal and Professional Boundaries.

IV. RECOMMENDED RESOURCES/TEXTS/MATERIALS:

Cochrane, S. & Hanley, M. (1999). *Learning Through Field: A Developmental Approach*. Allyn and Bacon (ISBN: 0-205-26809-9).

Danowski, W. (2005). *In the Field: A Real-Life Survival Guide to the Social Work Internship*. Allyn and Bacon (ISBN: 0-205-37600-0).

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments	Worth / %	Target Dates
Agency Profile	15	Week 3
Work Presentation	15	Week 8
Peer Consultation Exercise	10	Week 6/7
Evaluating Your Group Participation	5	Week 6/7
Ethical Dilemmas Assignment	10	Week 5
Workshop: Planning and Time Management Chart	20	Week 7
Significant Event	15	Week 9
Journal: Weekly	10	Weekly
TOTAL	100 %	

ASSIGNMENTS

The following is a brief description of the required assignments during the semester. The instructor will provide further detailed information.

The Agency Profile: This assignment will provide a comprehensive overview of the placement assigned and the students' role within it. This assignment will be 2-4 pages in length. The instructor will provide specifics on format.

Work Presentation: (from Cochrane & Hanley book, pg. 67) Each student is expected to prepare and present two separate presentations during seminar and describe what they are doing at their placement setting.

Evaluating Your Group Participation: (from Cochrane & Hanley, book pg. 101) This in class exercise will allow students to explore their skills in providing constructive feedback to peers and to examine their participation levels. This exercise is designed to encourage students to also identify areas where they need to improve.

Peer Consultation Exercise: (from Cochrane & Hanley book, pg. 106) This assignment will allow student to experience peer consultation. Students will be expected to provide the class with a scenario from placement they would like to talk about as a group. The class will provide constructive feedback and the student will prepare a written summary of how the feedback and suggestions were implemented.

Ethical Dilemmas Assignment: This assignment will explore the realities of ethical situations students may find themselves in. This questionnaire style assignment will ask student to respond to how they would handle certain ethical dilemmas.

Workshop: Planning and Time Management Chart: Students will be required to plan, prepare and present a workshop to a target audience. The workshop will be presented in the fourth semester. Students will prepare a workshop on a topic that is relevant to the social services field. During the third semester, students will brainstorm a topic and target population and prepare and follow a time management chart. The instructor will provide further detailed instructions.

Significant Event: The students will prepare a written description of a significant event that occurred during placement. This event will allow the student to reflect on the learning opportunity this event presented. Students will be asked to

Weekly Journal: A weekly journal will be submitted covering the previous week. In the journal the student will describe what occurred at placement. Throughout the semester specific elements will be required to write about in the journal. The instructor will provide further detailed specifics.

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%	
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.

VI. SPECIAL NOTES:

Significant learning takes place in the classroom through an interactive learning approach; therefore, NO student can miss more than three (3) of the classes and obtain a passing grade.

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per each day late and will not be accepted past the fifth day. No assignments will be accepted for grading after December 16, 2005.

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 instructor 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 postsecondary 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.

VII. 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.

VIII. 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.