SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

<u>COURSE OUTLINE</u>

<u>COURSE TITLE</u>:	FIELDWORK PLACEMENT FOR SOCIAL SERVICES I
<u>CODE NO.</u> : NSW 202	<u>SEMESTER</u>: THREE
<u>PROGRAM</u>:	SOCIAL SERVICES WORKER-NATIVE
<u>AUTHOR</u>:	Michelle Proulx
<u>DATE</u>: SEPT. '05	<u>PREVIOUS OUTLINE DATED</u>: SEPT. '05

APPROVED:

_____   _____
                 DEAN   DATE

TOTAL CREDITS: 25

PREREQUISITE(S): N/A

LENGTH OF
COURSE: 16 weeks

COURSE NAME **CODE #**

I. COURSE DESCRIPTION:

There are several significant hands-on experiences which enhance academic learning. The opportunity to apply acquired skills and to be exposed to the working environment is critical to the successful completion of a balanced education. Students in the Social Services Worker-Native (SSW-N) Program will gain an awareness of the skills required and challenges evident in the field of social services. The placement experience should be marked by self-initiative and active participation on the part of students.

Students will be placed in local Native and non-Native services in urban and First Nation Communities for two working days per week for a fourteen-week period. During this time they will actively participate as a service team member, within guidelines set by agencies and fieldwork supervisors. Students in the SSW-N program become familiar with the agency in context of the network of services available to address a variety of issues in our communities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

There are two categories of learning outcomes to be addressed during the fieldwork placement experience; Core Learning Outcomes and Elective Learning Outcomes.

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

CORE LEARNING OUTCOMES: (All of the following must be completed)

1. Communicate clearly, concisely and accurately in the written, spoken and visual form that fulfils the purpose and meets the needs of the workplace.

2. Apply essential interpersonal skills in an appropriate and effective manner i.e.: observation; active listening; self-disclosure; empathic understanding; development of the helping relationship; objectivity.

3. Adopt and implement effective work management skills.
     --Identify—Prioritize--Organize--Implement work plan

4. Encourage respect and sensitivity for individual self-determination, dignity, rights, lifestyle choices and diverse cultures.

5. Adapt to the interpersonal dynamics of the workplace:
     1. Collaboration with co-workers.
     2. Relationship with supervisor.
     3. Self-initiative and discipline.

6. Utilize the skills of self-initiative and discipline within the placement setting.

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ELECTIVE LEARNING OUTCOMES:

Many students, through life experience, have gained competency in many of the areas identified by the following Learning Outcomes. In addition, not all placements are able to provide opportunity for all the Learning Outcomes listed below. Keeping this in mind, the student and the placement supervisor will decide on fifteen (15) of the Elective Learning Outcomes offered in the Placement Course Outline to be completed during the semester.

A list of Elective Outcomes is provided in the course outline that corresponds to a general representation of placement activities and responsibilities that students may be involved in throughout their placement. Electives chosen should meet the needs of the student, the placement and fall within the opportunities offered in the particular placement.

The student and supervisor must create and co-sign a learning contract documenting the six (6) Core Outcomes and the fifteen (15) Elective Outcomes decided upon for the placement by the end of week two of placement.   Upon completion of selected outcomes, the student will document on the learning contract how the objective will be completed. The student will hand in the completed learning contract at the third seminar meeting.

Students are required to complete learning outcomes that develop skills in the three levels of social services work (micro, mezzo and macro) as well as personal awareness and development. Choose ***a total*** of fifteen (15) Elective Outcomes from the list below.

MICRO LEVEL OF SOCIAL SERVICES

A. Essential Skills (Choose a total of five (5) from this section.)

1. Adapt interpersonal communication skills to meet the developmental level of the appropriate age group the student is working with.

2. Plan and implement appropriate activities for clients served by the placement.

3. Provide current and accurate information and education to the client/family members to address personal, family, or school issues.

4. Become familiar with and identify weakness or possible barriers to client's growth/change.

5. Assist client in identify weakness or possible barriers to the client's growth/ change and promote a solution focussed intervention.

6. Provide education for the client about self-help groups by supplying appropriate information.

7. Function effectively as a team member.

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8. Facilitate a client centred decision and solution to a concern identified by the client, followed by a verbal or written report to the field supervisor.

9. Gather information and document relevant social history pertaining to a client.

10. Complete a family genogram and ecomap to assist in identifying strengths and barriers to intervention.

11. Plan and implement appropriate activities for clients served by the placement.

12. Support the client in acknowledging the impact of an imbalance within the four dimensions of their lives: mental, physical, emotional and/or spiritual.

13. Connect and consult with appropriate professional resources to protect and enhance the intervention with a client.

14. Complete a client intake process.

15. Provide an overview to the client of program services.

16. Observe/participate in case conferencing of a client and debrief with your supervisor.

B. Assessment Skills (Choose a total of two (2) from this section.)

1. Identify and document client's areas of strength in regards to an assessment or service plan.

2. Work with the client to identify concerning/problematic behaviour and the ramifications for the individuals and/or families that foster the client's awareness of the concern/problem.

3. Assist client in identifying self-motivating characteristics and skills.

4. Demonstrate problem-solving, goal setting and decision making techniques in conjunction with clients.

5. Observe/participate in group sessions of clients and debrief with your supervisor or another colleague.

6. Recognize and document the elements of a crisis of a client.

C. Client Relationship Skills (Choose a total of one (1) from this section.)

1. Establish an effective helping relationship with the client.

2. Deal appropriately with closure issues on an individual or group basis.

3. Confront and deal with inappropriate client behaviour.

4. Distinguish between a personal and professional relationship.

5. Demonstrate the role of a leader in a group setting.

MEZZO LEVEL OF SOCIAL SERVICES

D. Supervision Knowledge (Choose a total of two (2) from this section.)

1.   Seek guidance from Elders to enhance work placement, as a culturally relevant resource.

2.   Participate in supervision and peer consultation to analyse what has or has not worked in a given situation and why with your supervisor or another colleague.

3.   Demonstrate an ability to initiate guidance and feedback from supervisor.

4.   Demonstrate an understanding of and participate in peer consultation.

5.   Articulate with the supervisor any ethical dilemmas (potential or real) encountered or anticipated during placement.

E. Administrative Skills (Choose a total of two (2) from this section.)

1.   Complete administrative duties and paperwork (e.g. timesheets, supervision notes, care reports) on time and in a professional manner.

2.   Use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of work-related tasks.

3.   Document pertinent information pertaining to client for a specific period in a mock or actual report.

4.   Keep accurate case records/mock logs.

5.   Identify and provide your supervisor with a report (verbal or written) describing the chosen continuum of services provided to the client and how the continuum of services was derived.

6.   Manage the use of time and other resources to attain project-related goals in the workplace.

7.   Participate and contribute to team meetings.

MACRO LEVEL OF SOCIAL SERVICES (Choose a total of one (1) from this section.)

1.   Establish and sustain working relationships with consumers, staff, and external community partners

2.   Recognize and articulate the impact of system barriers (work, community, client, funding, resources etc.)

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3. Identify and develop formal and informal networks and resources in the Native and non-Native communities.

4. Develop a resource directory of services/agencies relevant to the placement consumer needs.

PERSONAL DEVELOPMENT SKILLS (Choose a total of two (2) from this section.)

1. Define, in consultation with the supervisor, the parameters of your competency and develop a plan with the workplace to expand your skills in the workplace to determine personal and professional development opportunities.

2. Demonstrate an ability to develop a self-care plan at the placement setting.

3. Maintain professional boundaries with clients and colleagues.

4. Access and utilize resources and self-care strategies to enhance personal growth.

5. Determine current skills and knowledge.

6. Recognize and discuss how your own value system affects you in the workplace and its impact on others.

7. Participate in skill/professional development workshop and opportunities.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Social Services Worker-Native Field Placement I Handbook.

Students are required to dress appropriately for the workplace environment and provide their own transportation to and from the placement site.

IV. EVALUATION PROCESS/GRADING SYSTEM:

To obtain a satisfactory grade in this course:

A. **ALL** Core Learning Outcomes must be evaluated by the Fieldwork Supervisor at the Acceptable Level of Achievement or higher.

B. Of the fifteen (15) Elective Learning Outcomes chosen, the student must be evaluated by the Fieldwork Supervisor at an Acceptable Level of Achievement (level 3) or higher on at least ten (10) of the outcomes. If a student does not successfully achieve a level 3 or higher on 5 or more electives at Midterm, the student will document a plan on how the outcomes will be met by the end of the semester.

C.   *This is the continuum to be applied to evaluate the learning outcomes:*

1	2	3	4	5
Unacceptable	Requires Improvement	Acceptable	Above Average	Outstanding

Level of Achievement Scale:

1 =	**Unacceptable Level of Achievement:** • The student has not demonstrated the required skill in this area. Considerable improvement is required in order to achieve an acceptable level.
2 =	**Level of Achievement Requires Improvement:** • The student has demonstrated some level of skill in this area, but requires some additional assistance, direction, knowledge, or skill development to achieve an acceptable level.
3 =	**Acceptable Level of Achievement:** • The student has demonstrated that they are able to comprehend and carry out this skill area on a regular basis.
4 =	**Above Average Level of Achievement** • The student has demonstrated that they are able to comprehend and carry out this skill area with initiative and insight beyond acceptable levels of expectations.
5 =	**Outstanding Level of Achievement** • The student has demonstrated the ability to effectively apply theory and skill and consistently demonstrated a level of self initiative, independence and team work that enhances the placement opportunity.

Throughout the semester, students, supervisors and the fieldwork faculty will evaluate the student's performance of Learning Outcomes.   Formal evaluation will occur at Mid-term and Final meetings.

Students should come prepared to the mid-term and final evaluation meetings with a personal evaluation of their level of achievement for the Learning Outcomes using the format below. The student and the field placement supervisor will meet and complete the evaluation prior to evaluation meeting with the Faculty Liaison.

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EXAMPLE:

Core Learning Outcomes:

1.   Communicate clearly, concisely and correctly in the written, spoken and visual
     form that fulfils the purpose and meets the needs of the workplace.

1	2	3	4	5
Unacceptable	Requires Improvement	Acceptable	Above Average	Outstanding
MIDTERM EVALUATION: Provide a brief description how this outcome was accomplished during this evaluation period.				
- wrote mock logs in daily logbook - took messages accurately				
Define how outcomes below a level 3 will be accomplished before the end of the semester.				
FINAL EVALUATION:				

Students must complete a minimum of **200 hours** of fieldwork placement during the
semester in order to successfully complete their placement. This can be accomplished
by the completion of four 8-hour shifts per week for a 14 week period.

Time missed must be rescheduled by the student with their respective placement.

> **The following semester grades will be assigned to students in post-secondary courses:**

Grade	Definition	Grade Point Equivalent
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.	

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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.

V. SPECIAL NOTES:

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.

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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.

VI. 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.

VII. 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.