

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** FIELDWORK PLACEMENT FOR SOCIAL SERVICES I

**CODE NO. :** NSW 202 **SEMESTER:** THREE

**PROGRAM:** SOCIAL SERVICES WORKER-NATIVE

**AUTHOR:** Michelle Proulx

**DATE:** SEPT. '06 **PREVIOUS OUTLINE DATED:** SEPT. '05

**APPROVED:**

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DEAN

\_\_\_\_\_  
DATE

**TOTAL CREDITS:** 10

**PREREQUISITE(S):** N/A

**HOURS/WEEK:** 16 hours/week

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**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 Orientation Learning Outcomes. The core learning outcomes relate to skills and activities expected of students in both third and fourth semester fieldwork placement, demonstrated a level of professionalism within the workplace.

The orientation learning outcomes relate to the students ability to become familiar with and adapt to the fieldwork placement environment, preparing the student to have a functional understanding of the agency, services and consumers upon the beginning of the four day placement in semester four.

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

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

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. Implement and demonstrate effective work and time 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.
6. Utilize the skills of self-initiative and discipline within the placement setting.

### **ORIENTATION LEARNING OUTCOMES:**

For many students the third semester placement will be their first exposure to the fieldwork setting. The orientation learning outcomes are designed to assist students with the transition from the classroom to the work environment within a social services setting. Students must successfully complete all ten (10) orientation learning outcomes below:

1. Become familiar with and recognize how the mandate, goal, principles and philosophy of the placement agency fit with social work values, ethics and principles of practice.
2. Understand the policy, guidelines, legislation or government ministry that guides service delivery.
3. Recognize the scope of services, programs offered and the community partners, networks in place.
4. Initiate and contribute to a supervisory relationship with the placement supervisor.
5. Develop working and team relationships with staff and relevant collaterals.
6. Become familiar with the placement environment's setting, equipment, software etc. required for active placement participation.
7. Prepare and implement a self care plan.
8. Identify individual strengths and abilities that contribute to the program and services; identify areas of development and create a written plan to address the areas of development.
9. Become familiar with the theories, models, concepts etc. adopted by the agency/program related to the implementation of services.
10. Create the fourth semester learning contract. (Due: Week 11)

**Third Semester Learning Contract:** The Third Semester Learning Contract consists of the six (6) Core Outcomes and the ten (10) Orientation Learning Outcomes. Students will use the learning contract to guide their orientation process and determine placement specific tasks. Students are also required to prepare the Fourth Semester Learning Contract, which will be guided by the tasks and activities and knowledge they gained during the third semester.

### 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 ten (10) Orientation Learning Outcomes, the student must be evaluated by the Fieldwork Supervisor at a level that **Satisfactorily Meets Expectations** for six (6) or more of the ten (10) orientation outcomes. If a student does not successfully achieve a level two (2) or higher on six (6) or more electives at the end of the semester, the student was not successful at placement.
- C. **Midterm Check-In.** A midterm check-in will be conducted to determine the student's progress in meeting the placement expectations and progress towards completion of the learning outcomes. If a student receives an unsatisfactory rating at the midterm check in, the student and supervisor will document a plan on how the outcomes will be met by the end of the semester.
- D. ***This is the continuum to be applied to evaluate the learning outcomes:***

F	1	2	3	4
Does not meet expectations	Meets minimal expectations, but significant improvement is required	Satisfactorily meets expectations	Exceeds expectations	Exceptional performance

Level of Achievement Scale:

F =	<b>Does Not Meet Expectations</b> The student has not demonstrated the required skill in this area. Considerable improvement is required in order to achieve an acceptable level. <ul style="list-style-type: none"><li>• Did not fulfil all six (6) core learning outcomes or</li><li>• Did not fulfil all six (6) core learning outcomes and did not fulfil 5 or less elective learning outcomes or</li><li>• Did not fulfil five (5) or less elective learning outcomes.</li></ul>
1 =	<b>Meets Minimal Expectations, Significant Improvement Required</b> 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. <ul style="list-style-type: none"><li>• Met all six (6) core learning outcomes with professionalism</li><li>• Met six (6) elective learning outcomes at minimal level of expectations</li></ul>
2=	<b>Satisfactorily Meets Expectations</b> The student has demonstrated that they are able to comprehend and carry out this skill area on a regular basis. <ul style="list-style-type: none"><li>• Met all six (6) core learning outcomes with professionalism</li><li>• Met seven (7) or more elective learning outcomes at an satisfactory level</li></ul>
3 =	<b>Exceeds Expectations</b> 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. <ul style="list-style-type: none"><li>• Met all six (6) core learning outcomes with professionalism</li><li>• Met eight (8) or more elective learning outcomes at a level which exceeded expectations</li></ul>
4 =	<b>Exceptional Performance</b> 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. <ul style="list-style-type: none"><li>• Met all six (6) core learning outcomes with professionalism</li><li>• Met all ten (10) elective learning outcomes at an exceptional level</li></ul>

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.

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:**

<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.

**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 2703 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 the *Student Code of Conduct*. 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.

**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.