

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Fieldwork Seminar for Social Services I  
**CODE NO. :** NSW205 **SEMESTER:** Fall  
**PROGRAM:** Social Services Worker-Native  
**AUTHOR:** Michelle Proulx  
**DATE:** Sept. '09 **PREVIOUS OUTLINE DATED:** Sept. '08  
**APPROVED:** "Angelique Lemay"  

	_____ <b>CHAIR</b>	_____ <b>DATE</b>
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**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** Co-requisite: NSW206  
**HOURS/WEEK:** 3

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*For additional information, please contact the Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

## **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:**

- 1. Communicate clearly, concisely and accurately in the written, spoken and visual form that fulfils the purpose and meets the needs of a variety of audiences (i.e.: 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 services

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
- Initiate feedback and ask for direction when necessary
- 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 agency 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:**

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. REQUIRED 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:**

<b>Assignments</b>	<b>Worth / %</b>	<b>Target Dates (Tentative)</b>
Journals: Weekly	<b>10</b>	<b>weekly</b>
Self Care Plan	<b>10</b>	<b>Week 4</b>
Introduction to Supervision Exercise	<b>10</b>	<b>Week 6</b>
Skills Inventory	<b>10</b>	<b>Week 7</b>
Evaluating Your Group Participation	<b>5</b>	<b>Week 10</b>
Ethical Dilemmas Assignment	<b>10</b>	<b>Week 11</b>
Workshop: <ul style="list-style-type: none"> <li>• Planning</li> <li>• Time Management Chart</li> </ul>	<b>20</b>	<b>Week 10-15</b>
Agency Profile / Presentation	<b>15</b>	<b>Week 12</b>
Policy Theories and Models in the Field Paper	<b>10</b>	<b>Week 14</b>
<b>TOTAL</b>	<b>100%</b>	

**ASSIGNMENTS**

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

**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.

**Self Care Plan:** Each student will submit a self care plan they developed for themselves. The self care plan will include the time required and resources required in order to carry out the plan and a brief statement on the commitment level to completing their self care plan.

**Ethical Dilemmas Assignment:** Students will complete a questionnaire and respond to a series of questions relating to ethical dilemmas. Each student will also prepare a one-page reflection paper on their reaction to their responses to the ethical dilemmas proposed and include a plan of action on how to address the dilemma in the future.

**Introduction to Supervision Exercise:** This exercise will explore the student's ideas of supervision and support during fieldwork placement from supervisors as co-workers. Each student will complete a series of questions to prepare students on the expectations of the role of the supervisor and the supervisor in the helping field.

**Skills Inventory Exercise:** This exercise will encourage students to identify the skills they have acquired that will prepare for placement and future employability. The instructor will provide further specifics of the assignment in class.

**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.

**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.

**Agency Profile and Presentation:** 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.

Each student will prepare a 10 minute presentation introducing their placement location, services, population served etc. to the class. A one page handout/pamphlet will be required to provide to class. The instructor will provide further detailed information.

**Policy Theories and Models in the Field Paper:** Students will prepare a written summary of the theories/models and policies applicable to their fieldwork setting. This 2-3 page paper will provide the student the opportunity to better understand the use of theories/models and policy influenced in the day to day operations of social services work.

The following semester grades will be assigned to students:

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.	
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.	

## VI. SPECIAL NOTES:

### Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

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.

### Submission of Assignments:

ALL assignments are to be handed in on the due date and are to be typewritten.

Late assignments will be penalized 1% each day late and will not be accepted past the fifth day.

Alternative arrangements must be made with the professor prior to the due date and will only be considered if determined that an alternative arrangement is warranted.

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.



Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Tuition Default

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as a result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.