



## 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.	

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## VI. SPECIAL NOTES:

### Submission of Assignments

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 1% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

### Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

### 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, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.



A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.