

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Fieldwork Seminar for Social Service IA

**CODE NO. :** NSW 106 **SEMESTER:** 1

**PROGRAM:** Social Service Worker-Native Specialization  
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

**AUTHOR:** Michelle Proulx

**DATE:** June 2011 **PREVIOUS OUTLINE DATED:**

**APPROVED:** "Angelique Lemay" July, 2011

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**CHAIR** **DATE**

**TOTAL CREDITS:** 1

**CO-REQUISITE(S):** NSW105 Fieldwork Placement IA

**Length of course:** 15 weeks

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

Potential Elements of the Performance:

- Initiate feedback and ask for direction when necessary
- Demonstrate a professional appearance appropriate to the placement setting

2. **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:

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

3. **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

4. **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

### III. TOPICS:

1. Preparing to enter the field.
2. Defining the role of the student in the placement work setting.
3. Moving from the classroom to the field.
4. Self Care.
5. Helping Skills Relevant to Social Services Workers.

### 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:

Journals: Weekly – 1 per week during placement

- Journal #1: First Day/Orientation 10%
- Journal #2: General Journal 10%

Self Care Plan 25%

This assignment will require two elements:

- A) Self Care Plan of Action and
- B) A one page paper.

Introduction to Supervision Exercise	25%
This assignment will require students to provide answers to a series of supervision questions.	
Skills Inventory	20%
This exercise will encourage students to identify the skills they have acquired that will prepare for placement and future employability.	
Attendance and Participation	10%
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TOTAL= 100%	

### **ASSIGNMENTS**

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

**Journal:** Journals will be submitted covering the fieldwork placement experience. In the journal, the student will describe what occurred at placement. 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.

**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.

**Attendance and Participation:** (Total to be converted to mark out of 10%)

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes online learning management system and email programs to communicate with professor and manage course material

#### **Rating Scale:**

- 0: did not meet the expectation
- 1: minimally met expectation with significant improvement recommended
- 2: met expectation with improvement recommended
- 3: satisfactorily met expectation

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.