

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Fieldwork Seminar For Social Services IIB

**CODE NO. :** NSW225 **SEMESTER:** 4

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

**AUTHOR:** SSW-NS Faculty: Michelle Proulx

**DATE:** June. '12 **PREVIOUS OUTLINE DATED:** June. '11

**APPROVED:** "Angelique Lemay" Aug/12

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**DEAN** **DATE**

**TOTAL CREDITS:** 1

**PREREQUISITE(S):** NSW215 & NSW220

**CO-REQUISITE(S):** NSW230

**LENGTH OF COURSE:** 15 weeks

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**I. COURSE DESCRIPTION:**

Those who work in the social services field require a healthy and balanced approach to this commitment. Walking a balanced path in the helping field is a necessary if we are to do our best for our community. Personal responsibility, effective time management and personal planning are key components to maintaining effectiveness within the social services field.

Fieldwork Seminar IIA, IIB and IIC provide the student with an opportunity to meet as a group to share their fieldwork experience. This course promotes the incorporation of self-initiative and personal responsibility in the workplace, and ultimately the community. In addition, each seminar group will provide the opportunity to process the field experiences in a concise and effective manner. This is accomplished under the guidance of their primary instructor.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

- 1. Consistently communicate professionally, clearly, concisely and accurately in the written, spoken and visual form that fulfills the purpose and meets the needs of a variety of audiences (ie: peers, agencies, etc.)**

Potential Elements of the Performance:

- Demonstrate an ability to initiate, participate and contribute to verbal communication and interact with peers, client population, placement staff and collaterals.
- Complete relevant written reports, summaries, case recordings etc.
- Develop an understanding of the use of non-verbal communication.

- 2. Explore, assess and evaluate goals, plans and barriers experienced by members of the client / community in need.**

Potential Elements of the Performance:

- Become familiar with identifying client-centred goals.
- Recognize and incorporate client/community strengths
- Become familiar with Service Plans,

**3. Display behaviour of the 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, consumers, peers and community members
- Actively listen and communicate in a professional manner with peers, consumers, community members and staff
- Provide support to peers and contribute to peer consultations
- Communicate an awareness of personal cultural competency

**4. Compile necessary resources relevant to the implementation of a workshop designed to meet the needs of specific members in the community.**

Potential Elements of the Performance:

- Research current, relevant professional information related to workshop topic.
- Utilize professional based information sources to support/reinforce workshop topic
- Identify additional resources necessary to carry out a workshop

**5. Promote and confirm interested community members for a pre-planned workshop package.**

Potential Elements of the Performance:

- Identify promotional techniques to create awareness of workshop
- Understand the timeframe and importance of planning for promoting and advertising the workshop event
- Utilize a variety of sources for promotion of the workshop
- Creatively and concisely advertise and promote workshop to targeted community members.

**III. TOPICS COVERED/LEARNING ACTIVITIES:**

1. Peer Consultation.
2. Implementing defined goals and objectives and evaluation.
3. Developing your professional self.
4. Workshop Development: Planning and Project Management.
5. Personal and Professional Boundaries.

**IV. RECOMMENDED RESOURCES/TEXTS/MATERIALS:**

The following books have been used in the previous semester and will be used throughout this semester.

Cochrane, S. & Hanley, M. (1999). *Learning Through Field: A Developmental Approach*. Allyn and Bacon

Danowski, W. (2012). *In the Field: A Real-Life Survival Guide to the Social Work Internship*. 2<sup>nd</sup> Ed. Allyn and Bacon.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

<b>Peer Consultation Exercise</b>	<b>20%</b>
<b>Research Paper: Demonstration of Research</b>	<b>20%</b>
<b>Workshop Implementation and Evaluation</b>	
<b>Draft Presentation</b>	<b>20%</b>
<b>Participant Evaluation Form</b>	<b>10%</b>
<b>Significant Event</b>	
<b>Journals</b>	<b>20%</b>
<b>Road Side Journey</b>	
<b>Snap Shot</b>	
<b>Attendance and Participation</b>	<b>10%</b>
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<b>Total 100%</b>	

**ASSIGNMENT DESCRIPTION**

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

**Peer Consultation Exercise:** This assignment will allow the student to experience peer consultation. Students will be expected to provide the class with a scenario from placement they would like to talk about as a group. The class will provide constructive feedback and the student will prepare a written summary of how the feedback and suggestions were implemented.

### **Research Paper: Demonstration of Research**

This is a continuation from the Research Paper assignment in NSW215. The student is required to access a minimum of 5 references from professional journals and scholarly resources to support their research paper. A minimum of one website may be used, but must be from a professional or government organization. A written paragraph for each source is required that is properly referenced using APA format.

### **Workshop Implementation and Evaluation**

**Draft Presentation:** Students will submit a draft of their two hour workshop. Included in this submission is the workshop agenda, draft copy of a PowerPoint presentation, any handouts to be distributed to participants, any other supporting material to demonstrate professional credible sources used in the planning and delivery of the workshop.

**Participant Evaluation Form:** A participant evaluation form will be submitted to capture feedback from participants upon completion of the workshop. The feedback from should contain questions and style consistent to the populations needs and abilities in completing a feedback from.

**Significant Event:** The students will prepare a written description of a significant event that occurred during placement. This event will allow the student to reflect on the learning opportunity this event presented. Students will be asked to . . . . .

### **Journal: Road Side Journey**

If you used a roadside sign to describe what you are feeling and experiencing during your placement at this time, what sign would it be, describe why you chose this sign and what it means to you.

### **Journal: Snap Shot**

Think of your placement experience so far. If you could take a picture of your experience, what would that picture look like. Describe this picture as if you are sharing the picture with another person. What would you want to capture in that picture and why?

**Attendance and Participation:** This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

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%	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:**

### **Distribution and Submission of Assignments**

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

#### **Distribution of Assignments**

- Weekly schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.
- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.

- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.
- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations also schedule a meeting with the professor outside of class time to seek clarification.
- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

### **Submission of Assignments**

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.
- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

### **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 use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

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 arrivals 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.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

### **Participation and 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.

Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester.



Each evaluation s worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

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 the 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.