



## 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. **Communicate professionally, clearly, concisely and accurately in the written, spoken and visual form that fulfils 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.
- Develop an understanding of the use of non-verbal communication.

2. **Explore 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.
- 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
- 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

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

1. Defining and Implementing goals
2. Developing your professional self.
3. Workshop planning
4. Becoming an active member at placement
5. Cultural Competency

**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 (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>Cultural Competence Exercise</b>	<b>20%</b>
<b>Research Paper--Topic and Research Paper Outline:</b>	<b>20%</b>
<b>Workshop Implementation and Evaluation</b>	
<b>Target Audience and Topic Submission</b>	<b>10%</b>
<b>Summary of References</b>	<b>10%</b>
<b>Resource/Supply List</b>	<b>10%</b>
<b>Journals:</b>	<b>20%</b>
<b>Welcome Back</b>	
<b>Rest Stop</b>	
<b>Attendance and Participation</b>	<b>10%</b>

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**Total 100%**

**ASSIGNMENT DESCRIPTION**

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

**Cultural Competence Exercise:** Students will examine their own cultural competence based on their experiences and personal beliefs. Students will also prepare a plan that moves the student towards another level of cultural competency. Students will also reflect on the level of cultural competency demonstrated at their placement setting. In addition to this reflection students will identify how the student can contribute to the level of cultural competency at the placement setting.

**Research Paper--Topic and Research Paper Outline:** Students will choose a topic/issue that is relevant to their placement setting. Throughout the three semesters of Fieldwork Seminar IIA, IIB and IIC, each student will work towards completing an 8 page research paper using APA format.

During semester three students will decide on their research topic and submit a draft outline of the paper. This document is to be no longer one page in length and must include the topic to be reached and subheadings to demonstrate the information your research paper will cover. You can include theoretical background, best practice applications, implications to population serviced, benefits and strengths on so forth.

### **Workshop Implementation and Evaluation**

#### **Target Audience and Topic Submission**

Each student will contribute to a community based workshop. By the end of semester 5 students will deliver a two hour workshop educating and presenting information on a specific topic.

For this semester each student is to submit a summary of the target audience they will be delivering the workshop to. A description of the target audience will include who this audience will consist of, a brief description of why you chose this target audience, and how you plan to recruit this target audience to attend your workshop. In addition, each student will submit the topic of the workshop with a brief description of the relevance of this topic and why the target audience will benefit from this workshop.

#### **Summary of References**

Each student will complete research on the topic area to prepare a presentation for the workshop. A total of 5 sources must be used to support the topic area. A reference sheet will be submitted which will include the a proper APA reference format and one paragraph summary of the source information.

#### **Resource/Supply List**

Students will prepare of list of resource and supplies required to put on the workshop. The workshop is not intended to cost the student any money so resourcefulness on where to access supplies for this workshop is one of the skills to be demonstrated. Resources and supplies could include things such as audiovisual equipment, handouts, paper and pens for participants etc.

**Journal Welcome Back:** Describe what it was like returning to placement. Did you feel that you continued where you left last semester? What are you looking forward to the most this semester? What skills are you planning to develop further this semester?

**Journal Rest Stop:** Take this time to reflect on what you have learned to date at placement and what you feel you would like to accomplish by the end of the semester. What is your plan to reach that goal? What are you doing for self care. Identify what you need for yourself to succeed and to ensure that you are taking care of yourself.

**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 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:

### 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.

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.

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.

### 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 2% 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.

**VII. COURSE OUTLINE ADDENDUM:**

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