

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: FIELDWORK SEMINAR FOR SOCIAL SERVICES II

CODE NO. : NSW 210 **SEMESTER:** FOUR

PROGRAM: SOCIAL SERVICES WORKER-NATIVE

AUTHOR: Michelle Proulx

DATE: Jan. '06 **PREVIOUS OUTLINE DATED:** Jan. '06

APPROVED:

DEAN

DATE

TOTAL CREDITS: 2

PREREQUISITE(S): NSW201

LENGTH OF COURSE: 16 weeks

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School of Health and Human Services

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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 II provides 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 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 the client population, staff and collaterals.
- Complete relevant written reports, summaries, case recordings etc.
- Develop an understanding of the use of non-verbal communication.
- Demonstrate appropriate closure techniques and ending relationships

- 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 service plans

3. Summarize 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, 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
- Describe appropriate services and partners as a source for networking
- Demonstrate reflective learning
- 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.

6. Organize and/or conduct an awareness/consultation workshop to promote awareness of identified needs.

Potential Elements of the Performance:

- Implement and host a workshop which has been identified to meet a target group's needs
- Evaluate the effectiveness of the workshop's implementation
- Articulate the importance a team approach to workshop development and implementation.

III. TOPICS COVERED/LEARNING ACTIVITIES:

1. Peer Consultation.
2. Implementing defined goals and objectives and evaluation.
3. Developing your professional self.
4. Preparing for the future.
5. Networking and collaterals.
6. Preparing for the future.
7. Cultural Competency
8. Workshop Development: Planning and Project Management.
9. Personal and Professional Boundaries.
10. Closure/Ending Relationships

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:

Assignments	Worth / %
1. Cultural Competence Exercise	5
2. Networking Assignment	10
3. Peer Consultation	10
4. Resume / Mock Job Interview	20
5. Into the Future Assignment	5
6. Workshop Implementation	20
7. Workshop Evaluation	10
8. Significant Event	10
9. Journal: Weekly	10
TOTAL	100%

ASSIGNMENTS

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 agency may change their level of cultural competency.

Networking Assignment: Each student will prepare and share a list of services and individuals they have connected with over the course of their fieldwork placement.

Peer Consultation Exercise: (from Cochrane & Hanley book, pg. 106) This assignment will allow 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.

Into the Future Exercise: Students will explore their future plans and discuss their goals on reaching their plans.

Resume / Mock Job Interview: Students will prepare a current resume and will apply for a social service related job and participate in a mock interview.

Workshop Implementation: Student groups will implement the workshop that has been planned over the third and fourth semester.

Workshop Evaluation: Students will prepare a participant and personal evaluation to evaluate the effectiveness of the workshop and their reflection of their level of participation and contribution to the workshop.

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

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.

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%	
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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

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.

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per each day late and will not be accepted past the fifth day.

Special Needs:

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

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.