

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** FIELDWORK SEMINAR FOR SOCIAL SERVICES II

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

**PROGRAM:** SOCIAL SERVICES WORKER-NATIVE SPECIALIZATION

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

**DATE:** Jan. '10           **PREVIOUS OUTLINE DATED:** Jan. '09

**APPROVED:**   "Angelique Lemay"                                 Dec/09

	<b>CHAIR, COMMUNITY SERVICES</b>	<b>DATE</b>
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**TOTAL CREDITS:** 2

**PREREQUISITE(S):** NSW205 & NSW206

**CO-REQUISITE(S):** NSW 211

**LENGTH OF COURSE:** 3 hours/week

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*For additional information, please contact, Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

## 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:

Self reflection

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.
- Demonstrate appropriate closure techniques and ending relationships

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,

- Identify obstacles/barriers and demonstrate an ability to modify service plans

**3. Display consistent 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
- 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.

**7. Identify job search skills relevant for social services employment opportunities.**

Potential Elements of the Performance:

- Prepare a personal resume applicable for the social services field.
- Demonstrate skills for job interviews.
- Display appropriate and professional attire for job interviews.

**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	10
2. Peer Consultation	15
3. Resume / Job Search Exercise	15
4. Research Paper	15
5. Workshop Implementation & Evaluation	25
6. Significant Event	10
7. Journal: Weekly	10
<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.

**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.

**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:** Students will choose a topic/issue that is relevant to their placement setting and complete an 8 page research paper using APA format. 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. Proper APA format and referencing of sources within the body of the paper is required.

**Resume / Job Search Exercise:** Students will prepare a current resume and will apply for a social service related job and participate in a mock interview. Students will also research local job search agencies to get feedback and assistance on resume building and job search. Student will also conduct in class exercises to prepare for job interviews.

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

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

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

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.



Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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, students who miss more than three (3) of the classes will meet with the professor to discuss a plan for success for the remainder of the course. Absences of more than three classes may result in a failing grade.

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.

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.

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

Submission of Assignments

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per day late and will not be accepted for grading one week after the due date.

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.

Assignments submitted after business hours are to be emailed to the professor, verifying the date and time submitted. Students will subsequently hand in a hard copy of the assignment.

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

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November for fall courses, March for winter courses, or June for summer courses* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.