

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: FIELDWORK PLACEMENT FOR SOCIAL SERVICE IB

CODE NO. : NSW116 **SEMESTER:** 2

PROGRAM: SOCIAL SERVICE WORKER-NATIVE SPECIALIZATION
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

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APPROVED: "Angelique Lemay" July, 2011

	<u>CHAIR</u>	<u>DATE</u>
TOTAL CREDITS: 4		

PRE-REQUISITE(S): NSW105 and NSW106
Co-requisite: NSW120

HOURS/WEEK: 110 hours/ semester

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I. COURSE DESCRIPTION:

There are several significant hands-on experiences which enhance academic learning. The opportunity to apply acquired skills and to be exposed to the working environment is critical to the successful completion of a balanced education. Students in the Social Services Worker-Native (SSW-N) Program will gain an awareness of the skills required and challenges evident in the field of social services. The placement experience should be marked by self-initiative and active participation on the part of students.

Students will be placed in local Native and non-Native services in urban and First Nation Communities for a total of 110 hours. During this time, they will actively participate as a service team member, within guidelines set by agencies and fieldwork supervisors. Students in the SSW-N program become familiar with the agency in context of the network of services available to address a variety of issues in our communities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

There are two categories of learning outcomes to be addressed during the fieldwork placement experience; Core Learning Outcomes and Orientation Learning Outcomes. The Core Learning Outcomes relate to skills and activities expected of students in both all semesters of fieldwork placement, demonstrating a level of professionalism within the workplace.

The Orientation Learning Outcomes relate to the students' ability to become familiar with and adapt to the fieldwork placement environment, preparing the student to have a functional understanding of the agency, services and consumers upon the beginning of the four day placement in semester four.

CORE LEARNING OUTCOMES: (All of the following must be completed satisfactorily)

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 fulfils the purpose and meets the needs of the workplace.
2. Apply essential interpersonal skills in an appropriate and effective manner i.e.: observation; active listening; self-disclosure; empathic understanding; development of the helping relationship; objectivity.
3. Implement and demonstrate effective work and time management skills.

4. Encourage respect and sensitivity for individual self-determination, dignity, rights, lifestyle choices and diverse cultures.
5. Adapt to the interpersonal dynamics of the workplace:
 1. Collaboration with co-workers.
 2. Relationship with supervisor.
6. Utilize the skills of self-initiative and discipline within the placement setting.

ORIENTATION LEARNING OUTCOMES:

For many students fieldwork placement may be the first exposure to the social service work setting. The orientation learning outcomes are designed to assist students with the transition from the classroom to the work environment within a social services setting. Students must complete all ten (10) Orientation Learning Outcomes below:

1. Become familiar with and recognize how the mandate, goal, principles and philosophy of the placement agency fit with social work values, ethics and principles of practice.
2. Understand the policy, guidelines, legislation or government ministry that guides service delivery.
3. Recognize the scope of services, programs offered and the community partners, networks in place.
4. Initiate and contribute to a supervisory relationship with the placement supervisor.
5. Develop working and team relationships with staff and relevant collaterals.
6. Become familiar with the placement environment's setting, equipment, software etc. required for active placement participation.
7. Prepare and implement a self care plan.
8. Identify individual strengths and abilities that contribute to the program and services; identify areas of development and create a written plan to address the areas of development.
9. Become familiar with the theories, models, concepts etc. adopted by the agency/program related to the implementation of services.
10. Create the second year learning contract in conjunction with fieldwork supervisor.

Learning Contract: The Learning Contract consists of the six (6) Core Outcomes and the ten (10) Orientation Learning Outcomes. Students will use the learning contract to guide their orientation process and determine placement specific tasks. Students are also required to prepare the second year Learning Contract, which will be guided by the tasks and activities and knowledge they gained during the third semester.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Social Services Worker-Native Specialization Field Placement I Handbook.

Students are expected to dress appropriately for the workplace environment.

Transportation and parking related costs to and from placement are the responsibility of the student.

IV. EVALUATION PROCESS/GRADING SYSTEM:

Students will use the same learning contract in NSW105 and NSW116. Each student will be evaluated at an introductory level for NSW105 1A fieldwork placement.

The Learning Contract will be carried over for NSW116 fieldwork placement and evaluated separately with an increased set of expectations.

Students receive an S (Satisfactory) or U (Unsatisfactory) for fieldwork placement.

To obtain a satisfactory grade in this course:

- A. **ALL** Core Learning Outcomes must be evaluated by the Fieldwork Supervisor at the satisfactory level.
- B. Of the ten (10) Orientation Learning Outcomes, the student must be evaluated by the Fieldwork Supervisor at a level that **satisfactorily meets expectations** for six (6) or more of the ten (10) orientation outcomes. If a student does not satisfactorily meet six (6) or more Orientation Learning Outcomes at the end of the semester, the student is deemed not successful at placement. The student will then meet with the faculty to discuss available options.

Fieldwork IB is continues the orientation process of fieldwork. Students continue to demonstrate introductory skills, but their knowledge and application is enhanced from Fieldwork 1A. It is expected that the student is being evaluated on their ability to orientate and adapt to the placement setting practice, policies and population served.

Upon completion of Fieldwork IB the student should demonstrate a working understanding of the expectations of the fieldwork setting. At the complete of the orientation level students are expected to progress from orientation to application of skills in the remaining fieldwork requirements.

C. ***This is the continuum to be applied to evaluate the learning outcomes:***

F	1	2	3
Does not meet expectations	Meets minimal expectations, but significant improvement is required	Satisfactorily meets expectations	Exceeds expectations

Level of Achievement Scale:

F =	<p>Does Not Meet Expectations</p> <p>The student has not demonstrated an understanding of the introductory skill in this area. Considerable improvement is required in order to achieve an acceptable level.</p>
1 =	<p>Meets Minimal Expectations, Significant Improvement Required</p> <p>The student has demonstrated minimal introductory understanding of this skill in this area, but requires some additional assistance, direction, knowledge, or skill development to achieve an acceptable level.</p>
2=	<p>Satisfactorily Meets Expectations</p> <p>The student has demonstrated an introductory knowledge and application of the skill in this area and has satisfactorily demonstrated the ability to comprehend and to carry out this skill area in preparation for the upcoming fieldwork expectations.</p>
3 =	<p>Exceeds Expectations</p> <p>The student has demonstrated that they are able to comprehend and carry out this skill area with initiative and insight beyond acceptable levels of expectations.</p>

Formal evaluation will occur at the end of the fieldwork experience for this semester. The supervisors and fieldwork faculty evaluate the student's performance for all Learning Outcomes.

Students are expected to be prepared for final evaluation meetings with a personal reflection of their level of achievement. The student is responsible for ensuring that the learning contract is being used to guide their placement experience.

Students must complete a minimum of **150 hours** of fieldwork placement during the semester in order to successfully complete their placement. ***Time missed must be rescheduled by the student with their respective placement.***

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: 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.

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.

V. 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.

VI. COURSE OUTLINE ADDENDUM:

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