

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Fieldwork Seminar for Social Service IB

CODE NO. : NSW120 **SEMESTER:** 2

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

AUTHOR: Michelle Proulx

DATE: June 2012 **PREVIOUS OUTLINE DATED:** June 2011

APPROVED: "Angelique Lemay" Oct/12

DEAN **DATE**

TOTAL CREDITS: 1

PREREQUISITE(S): NSW105 and NSW106
Co-requisite: NSW116 Seminar

HOURS/WEEK: 15 weeks

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I. COURSE DESCRIPTION:

Personal responsibility, effective time management and personal planning are key components to maintaining effectiveness within the social services field. Students must have an awareness of the College and placement expectations of placement. This course will guide the student to an informed placement experience.

Fieldwork Seminar provides the students with an opportunity to meet as a group to share their fieldwork experience. This course is designed to integrate student's increased awareness and understanding of professional self, workplace, and ultimately, the community. In addition, each seminar group will become adept at processing experiences in a concise and effective manner. This is accomplished under the guidance of the primary instructor.

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II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

1. **Communicate clearly, concisely and accurately in the written, spoken and visual form that fulfils the purpose and meets the needs of a variety of audiences (i.e.: 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.

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 services

3. Shape 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
- Initiate feedback and ask for direction when necessary
- Demonstrate initiative in completing tasks
- Demonstrate a professional appearance appropriate to the placement setting

4. Develop a productive and informed use of the various types of supervision in the workplace including but not limited to individual, group, and peer supervision.

Potential Elements of the Performance:

- Initiate, seek and utilize the support and guidance of the field supervisor
- Comprehend the use of peer supervision/consultation
- Clearly communicate needs, concerns and positive aspects with field supervisor, staff and peers.

5. Identify ethical questions and dilemmas that arise most frequently and articulate various ethical positions and principles that apply.

Potential Elements of the Performance:

- Define and identify potential ethical dilemmas.
- Adhere to the teaching of the Seven Grandfathers when interacting with clients and staff
- Develop an awareness of personal and professional boundaries
- Apply the ethics and professional standards of the social services field

TOPICS:

1. Developing Learning Outcomes/Goals.
2. Adjustments in the Workplace/Personal Responsibility/Self As Role Model.
3. Understanding the placement and agency setting.
4. Ethical Issues and Dilemmas.
5. Workshop Development: Planning and Project Management
6. Defining Personal and Professional Boundaries.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

No new books required. Students will use books purchased in Semester 1 for NSW 106 Fieldwork Seminar IA.

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*. 2nd Ed. Allyn and Bacon.

V. EVALUATION PROCESS/GRADING SYSTEM:

Journals: 2 per semester (10% each)	20%
Ethical Dilemmas Assignment	25%
Policy Theories and Models in the Field (paper).	20%
Evaluating Your Group Participation:	15%
Agency Profile and Presentation:	10%
Attendance and Participation	10%
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	Total 100%

Journal #1: General Journal

Respond to all of the following for full marks:

- Describe what you did at placement this week.
- What did you enjoy the most about this week?
- What was challenging this week?
- What are some skill areas you plan to work on in the next week?
- What was something new that you learned this week?
- What did you do for self care during this fieldwork experience?

Journal #2: Inspection:

After spending some time at the agency you have likely had some perceptions and opinions about your experience. Identify positive and negative aspects of your experience with: staff, clients, and agency/system, yourself as a helper. What can you do to contribute to change?

Ethical Dilemmas Assignment

Students will complete a questionnaire and respond to a series of questions relating to ethical dilemmas. Each student will present to the class three different ethical dilemma situations and provide and provide a response. Each student will also prepare a one-page reflection paper on their reaction to their responses to the ethical dilemmas proposed and include a plan of action on how to address the dilemma in the future.

Evaluating Your Group Participation:

(from Cochrane & Hanley, book pg. 101) This in class exercise will allow students to explore their skills in providing constructive feedback to peers and to examine their participation levels. This exercise is designed to encourage students to also identify areas where they need to improve.

Agency Profile and Presentation:

This assignment will provide a comprehensive overview of the placement assigned and the students' role within it. Each student will prepare a presentation introducing their placement location, services, population served etc. to the class. A one page handout/pamphlet will be required to provide to class. The instructor will provide further detailed information.

Policy Theories and Models in the Field (paper).

Students will prepare a written summary of the theories/models and policies applicable to their fieldwork setting.

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:

Grade	<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 is 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.