

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Fieldwork Seminar For Social Services IIC

**CODE NO. :** NSW235                      **SEMESTER:** 5

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

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

**DATE:** June. '12              **PREVIOUS OUTLINE DATED:** June. '11

**APPROVED:**    "Angelique Lemay"    Oct/12

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**DEAN**    **DATE**

**TOTAL CREDITS:** 1

**PREREQUISITE(S):** NSW225 & NSW230

**CO-REQUISITE(S):** NSW240

**LENGTH OF COURSE:** 15 weeks

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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 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. 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.

- 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,

**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
- Provide support to peers and contribute to peer consultations
- 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.

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

1. Peer Consultation.
2. Implementing defined goals and objectives and evaluation.
3. Developing your professional self.
4. Workshop Development: Planning and Project Management.
5. Personal and Professional Boundaries.

**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

Danowski, W. (2012). *In the Field: A Real-Life Survival Guide to the Social Work Internship*. 2<sup>nd</sup> Ed. Allyn and Bacon

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**Research Paper: Final Paper** 20%

**Resume / Job Search Exercise** 15%

**Workshop Implementation and Evaluation:**

**Workshop Implementation:** 20%

**Personal Evaluation and  
Reflection of Participant Evaluations:** 10%

**Journals:** 25%

**Group Work Experience (10%)  
Identifying My Skills (10%)  
Closure (5%)**

**Attendance and Participation** 10%

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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.

### **Research Paper: Final Paper**

Over the previous two semester students have been working on elements of the research paper. This final semester students will submit their final 8 page research paper using APA format.

The paper should include a title page, body of the paper and reference page that adheres to APA format. The draft outline submitted in semester three should guide the student's paper. The paper should include aspects such as theoretical background, best practice applications, implicates to population serviced, benefits and strengths on so forth.

**Resume / Job Search Exercise:** Students will prepare a current resume and will base a cover letter and resume on a specific social service related job. In class mock interviews will be conducted to provide students with an opportunity to practice interviewing skills and receive feedback on the resume and interview. Students are expected to come prepared dressed and familiar with the job they have applied for the in class mock job interview. Students will also research local job search agencies and websites to get feedback and assistance on resume building and job search.

### **Workshop Implementation and Evaluation:**

**Workshop Implementation:** Student will implement the workshop that has been planned over the third and fourth semester. The workshop will be video recorded to allow the professor the opportunity to review the workshop and provide feedback to students. Failure to provide a video recording of the workshop may result in an F for this portion of the assignment. Inform participants that the workshop will be recorded. The video recording should only capture the presenter(s) and does not include participants. Have participants sign a consent form to be video recorded if they appear in the video. Marks will be awarded for preparedness, organization, delivery style, and material covered.

**Personal Evaluation and Reflection of Participant Evaluations:** Students will prepare a personal evaluation to evaluate the effectiveness of their planning and implementation of the workshop and a one paragraph summary of their personal evaluation. Students will also review the completed participant forms and complete a one paragraph summary of the results.

### Journals:

**Group Work Experience:** This journal assignment is based on group work experience. Each student is required to be an active participating member during seminar and during any placement and class related group work experience. Group work can be very rewarding and challenging. Each person brings in their own style and ways of thinking, yet it is crucial that each person participates with open minds and puts forward their best efforts, despite differences.

Review and complete the worksheet on page 101 and page 104 in *Learning Through Field: A Developmental Approach* text book. You are not required to hand this worksheet in, but you must respond to the following questions in this week's weekly journal.

1. After completing the worksheet is there anything that you have learned about yourself.
2. Your group has decided to deliver a workshop to a target audience. How is your participation related to your overall success and the overall success of the group?
3. Describe any challenges that you have faced and how can you overcome these challenges and reframe this experience utilizing strengths based perspective

**Identifying My Skills:** Write and describe the skills that you feel you have developed over the past 6 months at placement. How did you develop these skills and what resources and individuals did you utilize to develop these skills.

**Closure:** Describe what it was like to prepare for closure with the clients and staff at the agency as you prepare to complete fieldwork placement. Describe your thoughts and feelings about saying goodbye and moving beyond placement.

**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 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:

### 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.