

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. : NSW232 **SEMESTER:** 5

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

AUTHOR: SSW-NS Faculty: Michelle Proulx

DATE: Oct 2016 **PREVIOUS OUTLINE DATED:** June 2015

APPROVED:	“Angelique Lemay”	Oct 2016
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	DEAN	DATE

TOTAL CREDITS: 2

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 fulfils 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. 2nd 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%

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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Please refer to the Oshki-Pimache-O-Win SSW-NS program policy and procedure documentation. Note that MOODLE is the equivalent to D2L or LMS for Thunder Bay Delivery.

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.