

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. Graduates of the Social Services Worker-Native Specialization (SSW-NS) program will become a part of the growing social services field, which works to benefit members of the urban, and First Nation communities. The placement experience should be marked by increased 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. During this time they will actively participate as a service team member, within guidelines set by agencies and fieldwork supervisors. Students in the SSW-NS 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 Elective Learning Outcomes. The student will carry over the six (6) core objectives from the fall semester because they reflect a general standard of professional expectations and apply to any placement setting.

A student will have earned credit for this course, when the student has reliably demonstrated ability to:

CORE LEARNING OUTCOMES: (All of the following must be continued from semester four and met satisfactorily)

1. Consistently 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. Adopt and implement effective work (time) management skills by demonstrating the ability to:
 - Identify, prioritize, organize and implement a work (time) management plan, either formal documentation or demonstrated through work habits

4. Encourage and display respect and sensitivity for individual self-determination, dignity, rights, lifestyle choices and diverse cultures.
5. Function within the workplace and exhibit interpersonal skills of:
 1. Collaboration with co-workers.
 2. Reciprocal relationship with supervisor.
 3. Active participation as a team member.
6. Routinely utilize the skills of self-initiative and discipline within the placement setting.

ELECTIVE LEARNING OUTCOMES:

Students entering the fourth semester placement are expected to have demonstrated a familiarly and comfort level in their placement environment and service area. Through the development of the fourth semester, in collaboration with the fieldwork supervisor, this contract will accurately reflect the learning opportunities geared to their placement setting and provide the student with an opportunity to expand on the introductory skills and knowledge gained during the previous semester's placement.

In conjunction with the placement supervisor and seminar instructor, students will choose electives from the following list and will keep within the required number of outcomes for each level of social services work (micro, mezzo and macro). The following electives are a general statement which must be expanded by the student to demonstrate the application to the placement experience.

Students must maintain a total of 15 electives.

For this section students are encouraged to utilize and apply Aboriginal worldview concepts when working with the client/services.

MICRO LEVEL OF SOCIAL SERVICES

A. Essential Skills (Choose a total of five (5) from this section.)

1. Plan and implement appropriate activities relevant to the placement environment.
2. Provide current and accurate information and education to the client/family/community members to address program/service issues.
3. Research and apply knowledge relevant to program/service policy and procedures.
4. Develop strategies in consultation with the client/community to address potential for change.
5. Assist client in identify weakness or possible barriers to the client's growth/ change and promote a solution focussed intervention.

6. Facilitate a client centred decision and solution to a concern identified by the client, followed by a verbal or written report to the field supervisor.
7. Gather information and document relevant social history pertaining to a client.
8. Complete a family genogram and ecomap to assist in identifying strengths and barriers to intervention.
9. Demonstrate knowledge of the impact of imbalance within the four dimensions of: mental, physical, emotional and/or spiritual with clients.
10. Connect and consult with appropriate professional resources to provide client/community with comprehensive services.
11. Complete a client intake process.
12. Provide an overview of program services with the client.
13. Research and prepare informational material (group, workshop, information session, handout, or booklet) to provide to clients/community on a specific issue.
14. Observe/participate in case conferencing of a client or community/committee meeting and debrief with your supervisor.
15. Utilize and apply Aboriginal worldview techniques to working with the client/services.

B. Assessment/Evaluation Skills (Choose a total of two (2) from this section.)

1. Utilize the Medicine Wheel as a model to assess a client/program needs and service planning.
2. Identify and document client's areas of strength in regards to an assessment or service plan to determine effectiveness of intervention strategy.
3. Work with the client to identify concerning/problematic behaviour and the ramifications for the individuals and/or families that foster the client's awareness of the concern/problem to develop a plan of action.
4. Assist client in identifying self-motivating characteristics and skills to demonstrate goal development and accomplishment.
5. Demonstrate problem-solving, making goal setting and decision techniques in conjunction with clients/community.
6. Complete an assessment of change (based on the stages of change) to determine client/community needs.
7. Complete a service needs assessment and develop plan to address needs.
8. Develop a service satisfaction questionnaire and create a report on the results.

C. Client Relationship Skills (Choose a total of one (1) from this section.)

1. Demonstrate the active listening skills while engaging in the helping relationship.
2. Deal appropriately with closure issues on an individual or group basis.
3. Confront and deal with inappropriate/challenging client behaviour.
4. Distinguish between a personal and professional relationship, by demonstrating a caring and respectful relationship, while maintaining professional boundaries.
5. Demonstrate the role of a leader in a group setting.

MEZZO LEVEL OF SOCIAL SERVICES**D. Supervision Knowledge (Choose a total of one (1) from this section.)**

1. Seek guidance from Elders to enhance work placement, as a culturally relevant resource.
2. Demonstrate an ability to initiate guidance and feedback from supervisor.
3. Demonstrate an understanding of and participate in peer consultation.

E. Administrative Skills (Choose a total of two (2) from this section.)

1. Use a variety of computer hardware and software and other technological tools appropriate and necessary to the performance of work-related tasks.
2. Complete pertinent documentation pertaining to client/services in a mock or actual report.
3. Identify and provide your supervisor with a report (verbal or written) describing the chosen continuum of services provided to the client and how the continuum of services was derived.
4. Maintain a project timeline to manage the use of time and other resources to attain project-related goals in the workplace.
5. Participate and contribute to the team through collaboration and during team meetings.

MACRO LEVEL OF SOCIAL SERVICES (Choose a total of one (2) from this section.)

1. Identify and contact community partners, current or potential to better increase understanding of collateral relationships.
2. Complete a presentation on placement agency and services provided to community members or other agencies.
3. Develop a program/service brochure, flyer informing the community of services provided or upcoming special events.

4. Develop a resource directory of services/agencies relevant to the placement/consumer needs.

PERSONAL DEVELOPMENT SKILLS (Choose a total of two (2) from this section.)

1. Define, in consultation with the supervisor, the parameters of your competency and develop a plan with the workplace to expand your skills in the workplace to determine personal and professional development opportunities.
2. Demonstrate an ability to develop a self-care plan at the placement setting that accessing and utilizes resources and strategies to enhance personal growth.
3. Participate in skill/professional development workshop and opportunities.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Social Services Worker-Native Specialization Field Placement Handbook.

Students are required to dress appropriately for the workplace environment and provide their own transportation to and from the placement site.

The cost of transportation and parking are the responsibility of the student.

IV. EVALUATION PROCESS/GRADING SYSTEM:

To obtain a satisfactory grade in this course:

- A. **ALL** Core Learning Outcomes must be evaluated by the Fieldwork Supervisor at the Acceptable Level of Achievement or higher.
- B. Of the fifteen (15) Elective Learning Outcomes chosen, the student must be evaluated by the Fieldwork Supervisor at an Acceptable Level of Achievement (level 2) or higher on at least ten (10) of the outcomes.
- C. If the student is not satisfactory in working towards any of the objectives the student and the placement supervisor will create a learning plan that outlines how the student will work toward carrying out the objective.
- D. Students must demonstrate initiative and personal responsibility in addressing issues early with the placement supervisors or college faculty. Students are provided with information on problem solving and are encouraged to maintain open contact with their supervisors and faculty to discuss issues as they arise. Students must follow the process for problem solving and placement concerns. Any student who has not followed the appropriate process and/or on their own initiative discontinues attending placement is jeopardizing the successful completion of placement.

Placement IIC is the final demonstration of knowledge and application of skills. Student are expected to be able to competently carry out the learning objectives consistently at a satisfactory level.

This is the continuum to be applied to evaluate the learning outcomes:

F	1	2	3
Does Not Meet Expectations	Meets Minimal Expectations, Significant Improvement Required	Satisfactorily Meets Expectations	Exceeds Expectations

Level of Achievement Scale:

F =	The student has not demonstrated the required skill in this area. Considerable improvement is required in order to achieve an acceptable level.
1 =	The student has demonstrated some level of skill in this area, but requires some additional assistance, direction, knowledge, or skill development to achieve an acceptable level.
2=	The student has demonstrated that they are able to comprehend and carry out this skill area on a regular basis and have satisfactorily met the learning objective.
3 =	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.

Throughout the semester, students, supervisors and the fieldwork faculty will evaluate the student's performance of Learning Outcomes will be completed prior to the last day of placement or the end of the semester. The student and the field placement supervisor will meet and complete the evaluation prior to evaluation meeting with the Faculty Liaison.

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%	

C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.

V. 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.