

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Field Work II for Social Service Workers
CODE NO.: SSW200 **SEMESTER:** 3
PROGRAM: Social Service Worker Program
AUTHOR: Leanne Murray, MSW, RSW
DATE: Sept/2003 **PREVIOUS OUTLINE DATED:** Sept/2002
APPROVED:

DEAN

DATE

TOTAL CREDITS:
PREREQUISITE(S): SSW110, SSW112
COREQUISITE(S): SSW202
HOURS/WEEK: 14-16 hours

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In this outline:

"Student" refers to the College S.S.W. student

"Client" refers to the recipient of service - this may be a "client" in a children's service setting or a "student" in a school setting or a "family" in a family services setting, or it may have a broader application in a community development setting

"Placement Site Supervisor"

refers to the person assigned by the placement site to be the S.S.W. student's on-site supervisor

I. COURSE DESCRIPTION:

This course is the practicum for the Social Service Worker Program. Students will be placed in a community setting where, under supervision, they will carry out social service work duties as defined by the student, the agency supervisor and the program faculty. The goal of fieldwork is to provide the students the opportunity to apply the knowledge, skills and values needed to carry out the role of Social Service Worker.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Demonstrate sound and effective interpersonal skills that promote effective working and helping relationships.

Potential Elements of the performance:

- a. Establishes and sustains working relationships with consumers, staff, and external community partners.
 - b. Maintain professional boundaries with clients and colleagues
 - c. Works collaboratively to clarify SSW role and responsibilities within the setting and fulfills them in a professional manner
 - d. Functions effectively as a member of a team
 - e. Demonstrates competency in various methods of communication
2. Demonstrate the integration of social work knowledge, principles and values from theory to practice.

Potential Elements of the performance:

- a. Develop placement learning goals related to duties assigned and SSW standard learning goal expectations
- b. Apply agency policies and practices related to duties assigned
- c. Apply previously/currently-studied knowledge and skills to helping situations as assigned by agency
- d. Contribute to agency work-team/staff meetings
- e. Complete reports for agency, including client progress and planning reports, and others as required

3. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the performance:

- a. Establish reasonable and realistic personal and professional goals for oneself to enhance work performance
 - b. Access and utilize resources and self-care strategies to enhance personal growth
 - c. Act in accordance with ethical and professional standards
 - d. Apply organizational and time-management skills
 - e. Utilize agency supervision effectively
 - f. Evaluate own performance using College reporting formats and evaluations.
4. Identify and use professional development resources, strategies and activities that promote professional growth.

Potential Elements of the performance:

- a. Seek and utilize supervision/consultation as necessary and appropriate
- b. Determine current skills and knowledge
- c. Demonstrate an increased understanding and knowledge of self in relation to the helping process
- d. Apply theoretical knowledge, skills and models of intervention to their helping relationships.
- e. Evaluate the effectiveness of their interventions and demonstrate initiative for further professional development

III. REQUIREMENTS:

Field Work is conducted in an individualized learning mode. Students will meet with the professor, at the start of the placement. This meeting will be for sorting out the various assignments. Thereafter students will be in their individual placements. Even where more than one student is in the same agency, the placement learning process is individualized. The end result will be similar for all. The route each student takes will be specific to his or her needs, consistent with overall requirements, and responsive to placement agency circumstances.

- a. At the beginning of the placement, the students, with the assistance of the professor are to develop personal and professional performance objectives in the form of a Learning Contract. The student, the professor, and the agency supervisor throughout the placement monitor the goals. Learning Contracts must be completed within 3 weeks of placement. Student may be withdrawn from setting if incomplete. Goals are modified and additional goals developed during the course of the placement.
- b. The student, the professor, and the agency supervisor will strategize and develop placement work assignments, which will provide opportunities for the students to reach their objectives. These assignments are monitored and modified throughout the placement.
- c. Students must maintain a weekly journal record of their activities, experiences, reactions and progress through the placement.

- d. Completion of one project proposal, on site. The Agency Supervisor and College Professor must approve this prior to implementation. Project description (written) must include: background and rationale, goals, objectives, methodology, resources needed, results, summary and evaluation. Proposal to be submitted to both the Agency and College fieldwork supervisors, in proper proposal-writing format. Refer to Seminar outline.
- e. Students will be required to maintain and submit College placement time sheets. This procedure will be explained. There may be additional reporting and monitoring requirements for individual students, as assigned by the individual placement or by the College professor.

Meetings between the professor and the student, and usually including the agency supervisor, will afford the opportunity to monitor the individual student's progress, as well as to teach and discuss other issues related to the particular student's placement. The professor will be prepared to provide advice and demonstration of such processes as treatment methodologies, methods of professional conduct, or instruct in such areas as intra-agency or inter-agency functioning and community development. Again, the focus is on facilitating learning at the individual student's level and circumstances.

EVALUATION

1. Students will be required to develop and maintain a learning contract. Format to be provided. This will be reviewed with the professor and revised regularly. This must be submitted with the mid-placement progress report, and with the final placement evaluation. The placement supervisor must sign all submissions.
2. There will be two performance evaluations – one at mid-placement and one at the end. The evaluation will encompass the student's achievement of objectives, as well as their process of achievement and performance. Evaluation is coordinated and organized by the College fieldwork professor, with input by the Placement site supervisor and the student.
 - a. The College's format will be used for both the mid-placement progress report and the final evaluation. Each student will be fully aware of what is in his or her evaluations. The College professor then collates this information and assigns a final grade.
3. Toward the end of the placement each student will be required to write a "Field Placement Review". This is to be submitted to the professor and the agency supervisor prior to the student's last day of placement. The professor will consider this in the final assignment of grade, along with the evaluations. The professor will provide the outline for this review.
4. Punctual attendance at placement and completion of assignments will be considered by the professor in assigning the field grade.

Note: Fieldwork evaluation is subjective. It is not an exact science, and should not be regarded as an exact science. Agency circumstances change and student needs change during the course of fieldwork. The professor provides the consistency required for fair and accurate placement evaluation. Flexibility may be required and shall be seen as a professional skill.

ADDITIONAL NOTES:

1. Students are required to observe the SSW Field Placement Information and Policies. Each student will receive a copy of these at the start of the placement. Any breach of these policies, including items related to attendance, punctuality, attitude, confidentiality etc. could result in disciplinary action, suspension or termination of the placement.
2. Students are expected to read the "Professional Obligations", attached to this outline.
3. Students are expected to be familiar with the College's "Student Rights and Responsibilities" policies.

IV EVALUATION PROCESS/GRADING SYSTEM:

Fieldwork is assigned an "S" or "U" grade ("S" = satisfactory completion of requirements); "U" indicates unsatisfactory completion or incompleteness of requirements or "F" (fail). Additional comments in the evaluation form will identify particular areas of strength and areas for improvement. Students must be successful in both SSW202 & SSW200 in order to continue in SSW214 and SSW210.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.75
B	70 – 79%	3.00
C	60 – 69%	2.00
F (Fail)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

V. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room ____ or call Extension ____ so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

PROFESSIONAL OBLIGATIONS: (Keep in mind that you are a trainee on this placement)

1. To regard the welfare of the individuals you serve, the agency, and the College (not always in this order) as your primary professional duty.
2. To hold yourself responsible for your professional conduct.
3. To be willing always to increase your professional competence and to willingly share your knowledge with others in your profession.
4. To strive to support the further development of your profession by participating to the best of your ability in related professional activities.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use clear communication in expressing your view on the findings, opinions, and professional conduct of colleagues, confining such comments to matters of fact and matters of your own knowledge.
7. To respect the privacy, dignity, and other rights of clients and fellow staff (see policy on confidentiality).
8. To use in responsible manner information received in the course of professional relationships.
9. To follow the Ontario College of Social Workers and Social Service Workers Code of Ethics (attached) where applicable to students.

Following are a number of guidelines pertaining to the student's relationship to the field placement agency in which he or she will be training. It is imperative that each student comprehends fully and follows closely these **rules** to get the maximum educational value from the field placement experience.

1. Find out all you can about your field placement setting, its policies, functions, and general philosophy, taking care to ask pertinent questions.
2. Find out your designated role at your field placement location and follow it well. Remember that you are not on field placement in the capacity of diagnosticians but as students to follow through on the instruction of the field contact personnel. The Placement Site Supervisor must first approve new approaches to your assignments.
3. Ask the staff for guidance. Do not launch into something you know nothing about.
4. Be polite, courteous, and attentive. Remember that you are there to learn, observe, and work. Assertiveness is also expected, in obtaining feedback, getting information required, and in generating new ideas.
5. Avoid premature judgment on the program, which is carried out by a specific field placement setting. Remember you are a student learning and not someone there to assess the relative merits of the program. Be careful about being openly critical. Concerns about the service delivery can be discussed in the confidence of the supervision meeting, or with the College Professor or Placement Site Supervisor.
6. Clothing and personal deportment are according to acceptable norms of the placement setting. Remember that you are representing your profession, your College, and yourself. A high degree of professionalism is expected. Attendance and punctuality requirements are addressed in the "Program Policies", and under #9 below.
7. Be willing to share any information regarding clients in the setting with the relevant staff who works there.
8. Any problems encountered in your field placement should be taken to your Placement Site Supervisor. Never confront the staff with the problem in front of clients - wait for a private, appropriate time. Be diplomatic! **Report all incidents to the College fieldwork professor immediately.**
9. Make sure you are always on time for your placement and contact the field work supervisor and the field placement well in advance if it is necessary for you to be absent. See also the Field Work Policies for more on attendance and punctuality.
10. Remember that the experiences you have in your field placement are part of a learning experience and are to be held in the strictest confidence. The students will not discuss cases with others that have no direct relationships to the client. At the field placement keep your records and correspondence in a manner consistent with agency guidelines and policies.

**Ontario College of Social Workers and Social Service Workers
Code of Ethics**

1. A social worker or social service worker shall maintain the best interests of the client as the primary professional obligation.
2. A social worker or social service worker shall respect the intrinsic worth of the persons she or he serves in her or his professional relationships with them
3. A social worker or social service worker shall carry out her or his professional duties and obligations with integrity and objectivity.
4. A social worker or social service worker shall have and maintain competence in the provision of a social work or social service work service to a client.
5. A social worker or social service worker shall not exploit the relationship with a client for personal benefit, gain or gratification.
6. A social worker or social service worker shall protect the confidentiality of all professionally acquired information. He or she shall disclose such information only when required or allowed by law to do so, or when clients have consented to disclosure.
7. A social worker or social service worker who engages in another profession, occupation, affiliation or calling shall not allow these outside interests to affect the social work or social service work relationship with the client.
8. A social worker or social service worker shall not provide social work or social service work services in a manner that discredits the profession of social work or social service work or diminishes the public's trust in either profession.
9. A social worker or social service worker shall advocate for workplace conditions and policies that are consistent with this Code of Ethics and the Standards of Practice of the Ontario College of Social Workers and Social Service Workers.
10. A social worker or a social service worker shall promote excellence in his or her respective profession.
11. A social worker or social service worker shall advocate change in the best interest of the client, and for the overall benefit of society, the environment and the global community.