

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Seminar for Fieldwork I
CODE NO. : SSW112 **SEMESTER:** 2
PROGRAM: Social Services Worker Program
AUTHOR: Leanne Murray, MSW, RSW
DATE: Jan/05 **PREVIOUS OUTLINE DATED:** Jan/04

APPROVED:

DEAN

DATE

TOTAL CREDITS: 2
PREREQUISITE(S): SSW105 or permission of SSW Program Coordinator
COREQUISITE: SSW110
HOURS/WEEK: 2

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I. COURSE DESCRIPTION:

This course is designed as a co-requisite to Fieldwork 1. The seminar supports and enhances the students' professional learning and growth within both the academic and placement settings. Within a "team" atmosphere, students will have the opportunity to discuss fieldwork observations and experiences, and to develop beginning level social service skills. Self-awareness within the professional field is emphasized. In addition, students will continue to develop professional communication skills. Integration of learning and knowledge from other SSW courses will be referenced.

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

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

1. Initiate and perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the performance:

- *Identify learning objectives for one's professional development and the strategies to accomplish these*
 - *Incorporate feedback and suggestions made in the classroom, through supervision, role plays, videos, presentations, and reports*
 - *Establish reasonable and realistic personal goals for oneself to enhance self care and work performance*
 - *Act in accordance with ethical and professional standards*
 - *Evaluate own performance using College reporting formats and evaluations*
2. **Develop observation skills and communicate these observations effectively in oral, written, and nonverbal forms.**

Potential Elements of the performance:

- *Collect, analyze and synthesize information and observations from fieldwork experiences*
- *Identify major presenting issues of clients served/community utilizing a holistic or structural understanding*
- *use language in both oral and written reports that is suitable to the profession.*

3. Observe, identify and develop helping skills.

Potential Elements of the performance:

- *Observe and identify skills that promote effective helping relationships*
- *Identify factors affecting the client and the change process*
- *Demonstrate ability to identify strengths, resources and barriers from a “person-in-environment” perspective*
- *Utilize appropriate relationship building techniques such as active and reflective listening, respect, empathy, non-judgment)*
- *Use language in both oral and written reports that is suitable to the profession and reflects a strengths-based orientation*

4. Maintain effective working relationships with consumers, colleagues, peers, faculty and fieldwork supervisors.

Potential Elements of the Performance:

- *Function effectively as a member of a team*
- *Research new strategies that may be needed to increase skills*
- *Evaluate and act upon constructive feedback.*
- *Participate effectively in conflict-resolution process*
- *Demonstrate collaborative and respectful relationships with others*
- *Maintain clear boundaries regarding personal & professional role*
- *Adhere to ethical guidelines (confidentiality, informed consent, scope of practice)*

III. TOPICS:

1. Self awareness & self care and the relevance to our profession
2. How to establish and document effective goals and objectives
3. Stages of fieldwork and the student role in field placement
4. Professional standards and professional behaviour (i.e. boundaries, confidentiality, informed consent)
5. Effective teams (how to consult, seek supervision, role within the “team”)
6. Observational and helping skills
7. Field placement experience will be utilized and processed as part of shared professional learning

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Sheafor, B., & Horejsi, C. (2003). *Techniques and Guidelines for Social Work Practice*. 6th Ed. Toronto: Allyn & Bacon

V. REQUIREMENTS:

1. Attendance and punctuality at seminar is required. Allowance for **occasional** and **exceptional** illnesses or emergencies are considered at the professor's discretion. The professor reserves the right to ask for verification of absence in any case. It is the student's responsibility to consult and inform the seminar faculty before the class begins by email or by phone. For any unsubstantiated absences the student will be subjected to one of the following consequences:
 - Reduction of marks (in accordance with the Participation and Professional development criteria detailed in the Course Outline)
 - Possible suspension or withdrawal from the course and fieldwork
 - Development of an academic contract to address the issue
 - Failure of seminar and fieldwork courses

Please note: If less than 60% of classes are attended, the student may be asked to repeat the course. Attendance is critical to promote student responsibility and professional commitment, for individual and group learning, self and professional development. Professional-level participation is expected. One cannot participate if absent!

2. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics.
3. Punctual completion of assignments is required. Acceptance and grading of late submission of assignments is at the discretion of the professor. Substantial and substantiated reasons will be considered and determined by the professor. Late assignments are subject to grade reduction as determined by the professor. Students are responsible to discuss directly with the professor.
4. All submissions must be in word processing format unless otherwise indicated by the professor. APA style is required.
5. Participation at a professional level is expected in seminar. This is a professional responsibility and will be considered a display of commitment to the SSW field. Students will be evaluated in accordance with the Professional and Developmental Criteria detailed within this course outline.

VI. EVALUATION PROCESS/GRADING SYSTEM

Self Care Plan Report	15%
Learning Contract	15%
Summary report on learning goals/placement experiences	15%
Agency Setting Report	15%
Report on Client Population	20%
Attendance and Participation	20%

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%	
B	70 - 79%	3.00
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.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VII. SPECIFIC ASSIGNMENTS –Outline. Due Dates will be announced in class.

1) Self Care Plan

Grading: The Plan is 15% of the final grade. Students may be requested to discuss their self-plan throughout the semester.

Purpose and Goals:

- Commit to personal and professional development through the creation and implementation of a personal self care plan
- Recognize the SSW's professional responsibility regarding effective self care management strategies

Requirements:

Submission of a typed report that describes self-care under four headings (minimum)—these are: physical, cognitive; emotional/social; spiritual. The report must be outcome-oriented—that is, it cannot be merely descriptive of past or current activity, but must:

- Set goals that are concrete, measurable and realistic;
- Describe a series of actions for reaching goals and dates by which actions should have occurred;
- Describe a means of measuring the goals.

Limitations:

- The report should be realistic to the student's circumstances, but courageous as well—simple maintenance of current behaviour is valid in some cases; searching for ways of improving will be valued in the grading of this assignment.
- All material in the student's report will be treated as confidential within the legal and ethical limitations.

Process: This assignment will be discussed in class and the course Professor will be available to assist the students.

Due Date: _____

2. *Agency Setting Report:* Students will submit a typed report/description of their field placement agency/organization. Guidelines for the report include:

- Name of agency/organization
- Location/ mailing address/email address of agency
- Describe the mission statement, mandate and goals of the agency
- List the agency's major programs/services
- Describe the legislation governing the services
- Describe the type of clientele that the agency serves
- Describe the types of problems, concerns, or needs of the clientele
- Describe the intervention methods/approach used

- Describe/Include a copy of the organizational structure and decision-making process
- Describe authority, funding and annual budget
- Identify and list community resources/partnerships used by the agency
- Identify and describe the main roles of agency workers and list the skills/competencies required to fulfill the roles
- Share your perspective regarding the strengths and limitations you have observed to date

Students may be expected to briefly present the key components of their placement in class. Presentations will be a maximum of ten minutes to ensure all students have sufficient time to share.

Grade: 15% of final grade

Due Date: _____

3. **Report on Client Population:** Students will submit a typed report (three-five pages) utilizing a minimum of 3 professional resources (texts, social work journals, videos) that describes and documents student's beginning knowledge about the presenting concerns and/or developmental issues of the clientele served within their field placement. Submissions must be in accordance with APA. Additional instructions will be provided in class by the professor.

Grade: 20%

Due Date: _____

4. **Learning Contract:** Students will submit within 2-3 weeks of beginning field placement a learning contract that reflects the SSW requirements and personal/professional learning goals and objectives. The professor will provide the required format and additional instructions in class.

Due Date: _____

Grade: 15%

5. **Summary Report on Learning Goals and Placement Experience:** Students will submit a 3-page report detailing their learning experiences, professional and personal growth, and progress toward learning goals from fieldwork. The student must review their learning contract, comment upon goals, objectives and progress in accordance with the instructions provided by the professor in class.

Due Date: _____

Grade: 15%

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

Student: _____

of classes attended: _____

ALL EXPECTATIONS MET 20 points

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Analyzes and applies readings to other course material and personal/professional experience
- Contributes in a very significant way to ongoing discussions, keeps analysis focused responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Attends all scheduled classes and arrives on time

MOST EXPECTATIONS MET 15-19 points

- Demonstrates good preparation for class, knows some of the material
- Is prepared with questions and insights from course material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Attends 90% of scheduled classes and arrives on time
- Demonstrates adequate level of self-understanding and commitment to personal and professional development

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 10-14 points

- Demonstrates adequate preparation, knows basic material
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in some aspects of the course
- Demonstrates a low level of self-understanding and may lack commitment to personal and professional development
- Occasionally disruptive, (involved in side discussions and reading other material during class etc.)
- Attends below 90% of class and generally arrives on time

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-9 points

- Demonstrates minimal preparation, lack of knowledge of material
- Body language has given the impression of disinterest in content of class
- Participates usually only when called on
- Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- Attends class below the expectations, frequently arrives late or leaves early or engages in above noted behaviours while in class

I. 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 E1101 or call Extension 703 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.

IX. 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.

X. 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.