

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** FIELDWORK PLACEMENT FOR SOCIAL SERVICE IB

**CODE NO. :** NSW116 **SEMESTER:** 2

**PROGRAM:** SOCIAL SERVICE WORKER-NATIVE SPECIALIZATION  
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

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**APPROVED:** *“Angelique Lemay”* *May, 2015*

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**DEAN** **DATE**

**TOTAL CREDITS:** 4

**PRE-REQUISITE(S):** NSW105 and NSW106  
Co-requisite: NSW120

**HOURS/WEEK:** 110 hours/ semester

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## **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. Students in the Social Services Worker-Native (SSW-NS) Program will gain an awareness of the skills required and challenges evident in the field of social services. The placement experience should be marked by 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 for a total of 110 hours. During this time, they will actively participate as a service team member, within guidelines set by agencies and fieldwork supervisors. Students in the SSW-N 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 Orientation Learning Outcomes. The Core Learning Outcomes relate to skills and activities expected of students in both all semesters of fieldwork placement, demonstrating a level of professionalism within the workplace.

The Orientation Learning Outcomes relate to the students' ability to become familiar with and adapt to the fieldwork placement environment, preparing the student to have a functional understanding of the agency, services and consumers upon the beginning of the four day placement in semester four.

### **CORE LEARNING OUTCOMES: (All of the following must be completed satisfactorily)**

When you have earned credit for this course, you will have reliably demonstrated ability to:

1. 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. Implement and demonstrate effective work and time management skills.

4. Encourage respect and sensitivity for individual self-determination, dignity, rights, lifestyle choices and diverse cultures.
5. Adapt to the interpersonal dynamics of the workplace:
  1. Collaboration with co-workers.
  2. Relationship with supervisor.
6. Utilize the skills of self-initiative and discipline within the placement setting.

### **ORIENTATION LEARNING OUTCOMES:**

For many students fieldwork placement may be the first exposure to the social service work setting. The orientation learning outcomes are designed to assist students with the transition from the classroom to the work environment within a social services setting. Students must complete all ten (10) Orientation Learning Outcomes below:

1. Become familiar with and recognize how the mandate, goal, principles and philosophy of the placement agency fit with social work values, ethics and principles of practice.
2. Understand the policy, guidelines, legislation or government ministry that guides service delivery.
3. Recognize the scope of services, programs offered and the community partners, networks in place.
4. Initiate and contribute to a supervisory relationship with the placement supervisor.
5. Develop working and team relationships with staff and relevant collaterals.
6. Become familiar with the placement environment's setting, equipment, software etc. required for active placement participation.
7. Prepare and implement a self care plan.
8. Identify individual strengths and abilities that contribute to the program and services; identify areas of development and create a written plan to address the areas of development.
9. Become familiar with the theories, models, concepts etc. adopted by the agency/program related to the implementation of services.
10. Create the second year learning contract in conjunction with fieldwork supervisor.

**Learning Contract:** The Learning Contract consists of the six (6) Core Outcomes and the ten (10) Orientation Learning Outcomes. Students will use the learning contract to guide their orientation process and determine placement specific tasks. Students are also required to prepare the second year Learning Contract, which will be guided by the tasks and activities and knowledge they gained during the third semester.

### III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Social Services Worker-Native Specialization Field Placement I Handbook.

Students are expected to dress appropriately for the workplace environment.

Transportation and parking related costs to and from placement are the responsibility of the student.

### IV. EVALUATION PROCESS/GRADING SYSTEM:

Students will use the same learning contract in NSW105 and NSW116. Each student will be evaluated at an introductory level for NSW105 1A fieldwork placement.

The Learning Contract will be carried over for NSW116 fieldwork placement and evaluated separately with an increased set of expectations.

Students receive an S (Satisfactory) or U (Unsatisfactory) for fieldwork placement.

To obtain a satisfactory grade in this course:

- A. **ALL** Core Learning Outcomes must be evaluated by the Fieldwork Supervisor at the satisfactory level.
- B. Of the ten (10) Orientation Learning Outcomes, the student must be evaluated by the Fieldwork Supervisor at a level that **satisfactorily meets expectations** for six (6) or more of the ten (10) orientation outcomes. If a student does not satisfactorily meet six (6) or more Orientation Learning Outcomes at the end of the semester, the student is deemed not successful at placement. The student will then meet with the faculty to discuss available options.

Fieldwork IB continues the orientation process of fieldwork. Students continue to demonstrate introductory skills, but their knowledge and application is enhanced from Fieldwork 1A. It is expected that the student is being evaluated on their ability to orientate and adapt to the placement setting practice, policies and population served.

Upon completion of Fieldwork IB the student should demonstrate a working understanding of the expectations of the fieldwork setting. At the complete of the orientation level students are expected to progress from orientation to application of skills in the remaining fieldwork requirements.

C. ***This is the continuum to be applied to evaluate the learning outcomes:***

<b>F</b>	<b>1</b>	<b>2</b>	<b>3</b>
Does not meet expectations	Meets minimal expectations, but significant improvement is required	Satisfactorily meets expectations	Exceeds expectations

Level of Achievement Scale:

F =	<p><b>Does Not Meet Expectations</b></p> <p>The student has not demonstrated an understanding of the introductory skill in this area. Considerable improvement is required in order to achieve an acceptable level.</p>
1 =	<p><b>Meets Minimal Expectations, Significant Improvement Required</b></p> <p>The student has demonstrated minimal introductory understanding of this skill in this area, but requires some additional assistance, direction, knowledge, or skill development to achieve an acceptable level.</p>
2 =	<p><b>Satisfactorily Meets Expectations</b></p> <p>The student has demonstrated an introductory knowledge and application of the skill in this area and has satisfactorily demonstrated the ability to comprehend and to carry out this skill area in preparation for the upcoming fieldwork expectations.</p>
3 =	<p><b>Exceeds Expectations</b></p> <p>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.</p>

Formal evaluation will occur at the end of the fieldwork experience for this semester. The supervisors and fieldwork faculty evaluate the student's performance for all Learning Outcomes.

Students are expected to be prepared for final evaluation meetings with a personal reflection of their level of achievement. The student is responsible for ensuring that the learning contract is being used to guide their placement experience.

Students must complete a minimum of **110 hours** of fieldwork placement during the semester in order to successfully complete their placement. ***Time missed must be rescheduled by the student with their respective placement.***

**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: 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.

## 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**

- Campus 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 contact their faculty through e-mail 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 behavior 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.

Students will be graded on attendance for on campus and centra classes. 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.

## VI. COURSE OUTLINE ADDENDUM

1. 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.
2. 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.
3. Prior Learning Assessment:  
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

4. Accessibility Services:  
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers **Desire2Learn (D2L)** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

***MOODLE is the online course management system used by OSHKI. This will be the student's main source for course information.***

6. Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.