

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

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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.

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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.

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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% | 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.

V. 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.

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- 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.

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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.