

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Fieldwork Seminar for Social Service IB

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

PROGRAM: Social Service Worker-Native Specialization
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

AUTHOR: Michelle Proulx

DATE: June 2015 **PREVIOUS OUTLINE DATED:** June 2014

APPROVED: 'Angelique Lemay' Nov/15

DEAN **DATE**

TOTAL CREDITS: 1

PREREQUISITE(S): NSW105 and NSW106
Co-requisite: NSW120

HOURS/WEEK: 15 weeks

Copyright © 2015 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Angelique Lemay, Dean
School of Community Services and Interdisciplinary Studies
(705) 759-2554, Ext. 2737

I. COURSE DESCRIPTION:

Personal responsibility, effective time management and personal planning are key components to maintaining effectiveness within the social services field. Students must have an awareness of the College and placement expectations of placement. This course will guide the student to an informed placement experience.

Fieldwork Seminar provides the students with an opportunity to meet as a group to share their fieldwork experience. This course is designed to integrate student's increased awareness and understanding of professional self, workplace, and ultimately, the community. In addition, each seminar group will become adept at processing experiences in a concise and effective manner. This is accomplished under the guidance of the primary instructor.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

1. **Communicate clearly, concisely and accurately in the written, spoken and visual form that fulfils the purpose and meets the needs of a variety of audiences (i.e.: peers, agencies, etc.)**

Potential Elements of the Performance:

- Demonstrate an ability to initiate, participate and contribute to verbal communication and interact with the client population, staff and collaterals.
- Complete relevant written reports, summaries, case recordings etc.
- Develop an understanding of the use of non-verbal communication.

2. **Identify and evaluate goals, plans and barriers experienced by members of the community in need.**

Potential Elements of the Performance:

- Become familiar with identifying client-centred goals.
- Become familiar with service plans,
- Identify obstacles/barriers and demonstrate an ability to modify services

3. Shape and adapt to any professional setting as an informed and active participant of the helping team.

Potential Elements of the Performance:

- Interact and develop a working and respectful relationships with staff
- Initiate feedback and ask for direction when necessary
- Demonstrate initiative in completing tasks
- Demonstrate a professional appearance appropriate to the placement setting

4. Develop a productive and informed use of the various types of supervision in the workplace including but not limited to individual, group, and peer supervision.

Potential Elements of the Performance:

- Initiate, seek and utilize the support and guidance of the field supervisor
- Comprehend the use of peer supervision/consultation
- Clearly communicate needs, concerns and positive aspects with field supervisor, staff and peers.

5. Identify ethical questions and dilemmas that arise most frequently and articulate various ethical positions and principles that apply.

Potential Elements of the Performance:

- Define and identify potential ethical dilemmas.
- Adhere to the teaching of the Seven Grandfathers when interacting with clients and staff
- Develop an awareness of personal and professional boundaries
- Apply the ethics and professional standards of the social services field

TOPICS:

1. Developing Learning Outcomes/Goals.
2. Adjustments in the Workplace/Personal Responsibility/Self As Role Model.
3. Understanding the placement and agency setting.
4. Ethical Issues and Dilemmas.
5. Workshop Development: Planning and Project Management
6. Defining Personal and Professional Boundaries.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

No new books required. Students will use books purchased in Semester 1 for NSW 106 Fieldwork Seminar IA.

Cochrane, S. & Hanley, M. (1999). *Learning Through Field: A Developmental Approach*. Allyn and Bacon.

Danowski, W. (2012). *In the Field: A Real-Life Survival Guide to the Social Work Internship*. 2nd Ed. Allyn and Bacon.

V. EVALUATION PROCESS/GRADING SYSTEM:

| | |
|---|-------------------|
| Journals: 2 per semester (10% each) | 20% |
| Ethical Dilemmas Assignment | 25% |
| Policy Theories and Models in the Field (paper). | 20% |
| Evaluating Your Group Participation: | 15% |
| Agency Profile and Presentation: | 10% |
| Attendance and Participation | 10% |
| | <hr/> |
| | Total 100% |

JOURNAL #1: GENERAL JOURNAL:

Respond to all of the following for full marks:

- Describe what you did at placement this week.
- What did you enjoy the most about this week?
- What was challenging this week?
- What are some skill areas you plan to work on in the next week?
- What was something new that you learned this week?
- What did you do for self care during this fieldwork experience?

JOURNAL #2: INSPECTION:

After spending some time at the agency you have likely had some perceptions and opinions about your experience. Identify positive and negative aspects of your experience with: staff, clients, and agency/system, yourself as a helper. What can you do to contribute to change?

ETHICAL DILEMMAS ASSIGNMENT:

Students will complete a questionnaire and respond to a series of questions relating to ethical dilemmas. Each student will present to the class three different ethical dilemma situations and provide and provide a response. Each student will also prepare a one-page reflection paper on their reaction to their responses to the ethical dilemmas proposed and include a plan of action on how to address the dilemma in the future.

EVALUATING YOUR GROUP PARTICIPATION:

(from Cochrane & Hanley, book pg. 101) This in class exercise will allow students to explore their skills in providing constructive feedback to peers and to examine their participation levels. This exercise is designed to encourage students to also identify areas where they need to improve.

AGENCY PROFILE AND PRESENTATION:

This assignment will provide a comprehensive overview of the placement assigned and the students' role within it. Each student will prepare a presentation introducing their placement location, services, population served etc. to the class. A one page handout/pamphlet will be required to provide to class. The instructor will provide further detailed information.

POLICY THEORIES AND MODELS IN THE FIELD (PAPER):

Students will prepare a written summary of the theories/models and policies applicable to their fieldwork setting.

ATTENDANCE AND PARTICIPATION:

This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

The following semester grades will be assigned to students:

| Grade | <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. |

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.

VI. SPECIAL NOTES:

Attendance Requirement: Due to the nature of this course through an experiential learning approach, students must attend at least 70% of course time in order to pass. Extenuating circumstances will be given consideration, and students being specifically accommodated for various reasons may be exempt of this. Please discuss any attendance issues with your professor.

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.