

I. COURSE DESCRIPTION:

This course is the practicum for the Social Services 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 agency supervisor, the program faculty and the student. The goal of fieldwork is to provide the students the opportunity to integrate and 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 understanding of the social/human service system and how programs are delivered to address the needs of people served.

Potential Elements of the Performance:

- A. Identify and articulate the services offered and the population served
 - B. Recognize the relevant social policies and legislation that governs the organization and service delivery
 - C. Become familiar with the intervention models and the theories of practice that guide services offered
 - D. Adhere to organizational policies and procedures, as well as ethical and legal standards of the SSW profession
 - E. Understand the diverse needs of the population served and the multiple factors that impact clientele served
 - F. Identify key formal and informal community resources and be able to access, link and refer clients when deemed appropriate
2. Establish respectful, professional and effective helping relationships with diverse populations.

Potential Elements of the Performance:

- A. Utilize effective interactive and communication skills for SSW practice
- B. Initiate respectful and responsive interactions with clients
- C. Adapt interpersonal communication skills to meet the developmental, cultural and unique needs of clients
- D. Observe and identify the social work helping process and the role of social workers/helpers in the organization
- E. Respect clients' rights and privacy and adhere to professional/organizational standards of confidentiality
- F. Practice in accordance with SSW values, ethics and standards

3. Demonstrate ability to assess and intervene from a strengths-based and biopsychosocial approach.

Potential Elements of the Performance:

- A. Observe and routinely involve clients in identifying strengths, needs and capacities
 - B. Structure interactions with clients which promote clients to identify strengths, engage in problem-solving and client-centred goal setting
 - C. Advocate and assist client in activities of daily living that enhance social functioning
 - D. Observe and assist in the planning and facilitating of appropriate intervention strategies
 - E. Produce client/organizational documentation that describes facts, observations and goals in accordance with legal, ethical and professional standards
 - F. Recognize support systems within communities that promote client social functioning and facilitate positive change
 - G. Observe and develop knowledge and skills to apply the biopsychosocial and strengths-based perspective with client systems (individual, family, group, community)
4. Demonstrate sound and effective interpersonal skills that promote effective professional and work relationships.

Potential Elements of the Performance:

- A. Recognize and understand the implications of one's own attitude, values, and actions in an organization setting and make modifications when needed
- B. Adhere to workplace setting norms and expectations regarding attendance, punctuality, timely completion of tasks and professional behaviour
- C. Establish and sustain working relationships with fieldwork supervisor, staff, faculty, and external community partners
- D. Communicate accurately and professionally in verbal, non-verbal and written forms
- E. Actively seek consultation on performance and integrate feedback
- F. Demonstrate an ability to prepare for supervision and field site visits
- G. Use supervision to focus on learning needs, problem-solve, integrate and generalize social work knowledge
- H. Maintain professional boundaries in accordance with legal and ethical standards
- I. Work collaboratively to clarify SSW role and responsibilities within the setting and fulfill them in a professional manner
- J. Demonstrate respect, initiative and interest in the organization and clientele served
- K. Demonstrate ability/willingness to accept input, including direction; able to follow through on recommendations; negotiate and problem solve effectively; and work independently as required

5. 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 field placement policies and practices related to duties assigned
- C. Identify major social work knowledge and intervention models applicable to population served and organizational mandate
- D. Observe, label and practice entry level social service work skills in accordance with the scope of practice
- E. Demonstrate ability to self-reflect and self-evaluate regarding practice skills
- F. Maintain a posture of interest and inquisitiveness in learning about the organization, models of practice and clientele served
- G. Demonstrate SSW skills and knowledge through active, planned and deliberate participation in co-requisite seminar class
- H. Complete accurate, timely and professional documentation as required

ESSENTIAL EMPLOYABILITY SKILLS: This course includes a variety of activities and roles that include/address the following skills. The degree that skill areas B and D are required will depend on the placement setting.

- A. Communication
- B. Numeracy (depends on placement setting: may include skills such as budgeting, grantwriting, research and survey calculations, etc.)
- C. Critical thinking and problem solving
- D. Information management
- E. Interpersonal
- F. Personal

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

SSW Field Placement Manual. Other readings will be assigned throughout the semester.

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. Students must maintain a 2.0 GPA or better to continue in fieldwork. The evaluation format used is documented in the fieldwork manual.

Fieldwork evaluation involves some degree of subjectivity and the evaluation process recognizes this. Agency circumstances change and student needs change during the course of fieldwork. Accordingly, flexibility may be required and shall be regarded as a professional skill. The professor provides the consistency required for fair and accurate placement evaluation.

Students will be required to document their learning progress and provide evidence of learning activities through the fieldwork activity log and comments on standardized learning contract. Format to be provided. This will be reviewed with the professor and revised accordingly. The fieldwork supervisor must sign all submissions.

There will be two formal performance evaluations – one at mid-placement and one at the end of placement. The evaluation is completed by the Fieldwork placement supervisor in conjunction with the student and faculty.

The SSW Program evaluation format (located in SSW Field Placement Manual) 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. The professor reserves the right to assign mid-term and final grade.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	
A	80 – 89%	4.00
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.	

V. SPECIAL NOTES:

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.

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.

Disability 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 Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

The professor reserves the right to request students to submit applicable assignments electronically through the Safe Assignment Tool.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic 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.

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.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

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* will be removed from placement and clinical activities. 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.

VI. REQUIREMENTS:

Field Work is conducted in an individualized learning mode consistent with the SSW program outcomes required. The route each student takes may vary depending upon the fieldwork setting; however each student is responsible to demonstrate social service worker knowledge and skill development consistent with the SSW program requirements as well as responsive to placement agency circumstances.

- (a) Students may be required to attend an initial orientation meeting scheduled at the selected fieldwork setting. Students are encouraged to complete preliminary research about the selected setting prior to the scheduled appointment.
- (b) Students are to prepare for the orientation meeting and conduct themselves in a professional manner. Students are to bring the necessary documentation to this meeting (resume, Police Search Information, Health Record).
- (c) At the beginning of the placement, the students, with the assistance of the professor and fieldwork supervisor, are responsible to review the SSW Standardized Learning Contract. In conjunction with the fieldwork supervisor, students identify the pertinent learning activities/tasks, along with unique activities related to the setting. The student, the professor, and the fieldwork supervisor will strategize and develop placement work assignments, which will provide opportunities for the students to reach their objectives. These assignments are monitored and may be modified throughout the placement.
- (d) The student, the professor, and the fieldwork supervisor, throughout the placement, will monitor the student progress with learning activities. Students must maintain a record of their activities, experiences, reactions and progress through the placement. The Fieldwork Activity Log must be completed and submitted bi-weekly to the fieldwork supervisor. Students submit the Fieldwork Activity Logs to faculty at the end of the month or as requested by faculty. **Students must submit documentation regarding their progress on standardized goals by December 4.** Students will be required to maintain and submit Placement time sheets. The procedure will be explained. There may be additional reporting and monitoring requirements for individual students, as assigned by the individual placement and/or by the College professor.
- (e) Students are expected to be prepared for scheduled field placement site visits with faculty, fieldwork supervisor and student by developing an agenda for the meeting.
- (f) Students must maintain regular communication with designated fieldwork faculty regarding their fieldwork experience, actively identify concerns/barriers and engage in effective solution/problem-solving process.
- (g) Students **must maintain the attendance requirement** in the co-requisite course, SSW202 to continue in fieldwork.
- (h) Students are required to be familiar with and abide by the SSW Program Field Placement Manual policies and procedures. **Non-compliance with relevant fieldwork expectations and/or policies will result in placement review and/or termination in accordance with procedures detailed in the SSW Field placement manual.**

- (i) Students are required to complete a **minimum of 196 hours** of fieldwork. Students are required to attend all placement days scheduled and arrive on time.

- (j) **Expectations regarding absences:** Students who are absent due to illness or exceptional circumstances are required to contact **both** the fieldwork supervisor and faculty *well in advance* when feasible and/or **on the morning of** their absence. A makeup plan approved by the site supervisor must be documented on the time sheet of the month the absence occurred. **Students have one day per semester that may be used for sick time if required, without making up the fieldwork hours missed.** When a “pattern of absences” emerges, a student will be subject to placement review, academic contracting and/or termination from the placement.

**Social Services Worker Program
Field Placement Activity Log**

Student: _____

Supervisor: _____

Field Placement Setting: _____

Month: _____

Student Signature: _____

Supervisor Signature: _____

Briefly list the activities/tasks involved in each day, including what the purpose of the activity is. In the third column, indicate what vocational outcome the tasks/activities are related to. A sample activity log is available on LMS.

Date	Learning Activities/Tasks Completed/Comments	Related Learning/Vocational Outcome

Learning/Vocational Outcomes for SSW graduates:

1. Understands placement setting
2. Demonstrates sound and effective interpersonal skills
3. Demonstrates ability to form professional helping relationships, which adhere to legal, ethical and agency standards
4. Demonstrates ability to assess needs, strengths and resources of client populations (individuals, families, groups, and or communities) and develop relevant goals
5. Knowledge and application of effective intervention model(s) and skills
6. Identifies and applies culturally competent practice with diverse
7. Identifies and understands current social policy, relevant legislation and systemic issues.
8. Committed to professional SSW development. Conveys professional values, ethics and attitude
9. Communicates clearly, concisely and correctly

Field Placement Attendance Record Example

Students are expected to have time sheets signed by their field placement supervisor on a weekly basis. Students are to submit signed time sheets to the College Faculty monthly. Students must record the beginning time and end time of shift and the actual number of hours “worked” each day. Additionally, report any lateness or absences on the time sheet. Students are required to maintain a copy of their attendance record and to track the required hours.

Please complete daily by filling in the times you began and completed placement. Ensure your fieldwork supervisor initializes at the end of each week. Forms must be submitted to the designated College Faculty as required.

Student Name/Signature: SSW student
 Placement Setting: Name of agency
 Fieldwork Supervisor Name/Signature: Name/signature of supervisor at agency
 Month of: _____

Week Of (DATE)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Field Supervisor Initials
October 6th	9-5 (7)	1-8 (7)						jg
13	9-5 (7)	1-8 (7)						
20	9-5 (7)	1-8 (7)						
27	Absent: ill	Absent: ill						
	21	21						

Total for the Month: 42 hours Total Hours to Date: 98
 Total Days Absent: 2
 Make-Up Time Dates Approved: _____ I day: November 14th, for 7 hours

Note: Students are expected to complete **14 hours** per week during the fall semester and 21 hours per week in the winter semester. Students must complete a minimum of 182 hours during the fall semester. Students must notify College faculty and field placement supervisor when exceptional circumstances lead to absence at placement. Students are expected to make up missed time as approved by supervisor/faculty.