

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Field Work I for Social Service Workers
CODE NO. : SSW110 **SEMESTER:** 2
PROGRAM: Social Services Worker Program
AUTHOR: Leanne Murray, MSW, RSW
DATE: Jan/2006 **PREVIOUS OUTLINE DATED:** Jan/05
APPROVED:

DEAN

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): SSW105 or permission of the Program Coordinator, Completion of police records search and health requirements
COREQUISITE(S): SSW112
HOURS/WEEK: 7 hours

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In this outline:

"Student" refers to the College S.S.W. student

"Client" refers to the recipient of service - this may be a "client" in a children's service setting or a "student" in a school setting or a "family" in a family services setting, or it may have a broader application in a community development setting

"Placement Site Supervisor"

refers to the person assigned by the placement site to be the S.S.W. student's on-site supervisor

I. COURSE DESCRIPTION:

This course is a co-requisite to Seminar (SSW112). The course is the first practicum in the Social Service Worker Program. Students will be placed in a community setting where, under supervision; they will observe and carry out social service work duties as defined by the student, the placement site supervisor and the program faculty. The goal of fieldwork is to introduce the students to social service work and to begin integrating knowledge and applying beginning level social service work skills.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Demonstrate a beginning ability to integrate social work knowledge, principles and values from theory to practice.

Potential Elements of the performance:

- a. Develop personal and professional learning goals and performance objectives
 - b. Demonstrate understanding of agency setting, policies and practices
 - c. Apply previously/currently-studied knowledge and skills within the placement setting in accordance with agency setting and College expectations
 - d. Observe and contribute to agency work-team/staff meetings
 - e. Complete observation reports for agency as assigned/required
2. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the performance:

- a. Maintain professional boundaries with clients and colleagues
- b. Establish reasonable and realistic personal and professional goals for oneself to enhance work performance
- c. Access and utilize resources and self-care strategies to enhance personal growth
- d. Act in accordance with ethical and professional standards
- e. Apply organizational and time-management skills
- f. Utilize agency supervision
- g. Evaluate own performance using College reporting formats and evaluations.

3. Develop a beginning ability to assess the needs and resources of individuals, families, groups, and community and identify ways to assist.

Potential Elements of the performance:

- a. Collect, analyze, and synthesize information through observation, research, consultation and supervision
 - b. Identify major presenting issues of service consumers and/or community groups utilizing a holistic or structural understanding of the wider context
 - c. Complete tasks successfully and sensitively while working with diverse populations
 - d. Demonstrate knowledge of relevant social policies, community resources and referral process
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4. Develop and maintain professional relationships which adhere to legal and ethical standards.

Potential Elements of the performance:

- a. Seek and utilize supervision/consultation as necessary and appropriate
- b. Demonstrate an increased understanding and knowledge of self in relation to the helping process
- c. Establish working relationships that reflect professional codes of ethics and agency guidelines
- d. Use appropriate relationship building techniques and social work knowledge in the field
- e. Demonstrate the ability to accept and integrate constructive feedback

III. 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 are required to attend an initial orientation meeting and/or scheduled start date at the selected fieldwork setting. Students are encouraged to complete preliminary research about the selected setting prior to the scheduled appointment and/or start date.
- (b) Students are to prepare for the orientation meeting/start date and conduct themselves in a professional manner. Students are to bring copies of the necessary documentation to this meeting (resume, Police Search Information, Health Record, Work Education Placement Agreement, Field placement Manual/Quick Guide).
- (c) At the beginning of the placement, the students, with the assistance of the professor and fieldwork supervisor are responsible to develop a Learning Contract. The student, the professor, and the fieldwork supervisor, throughout the placement, will monitor the established goals. Learning Contracts must be completed within **3 weeks** of placement commencing. The learning contract must be **approved by and signed** by the on-site setting supervisor and submitted to professor by the established due date. The student may be withdrawn from the fieldwork setting if the learning contract is not completed. Goals may be modified and additional goals determined during the course of the placement.

- (d) 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 modified throughout the placement.
- (e) Students must maintain **a weekly journal record** of their activities, experiences, reactions, and progress through the placement.
- (f) Students will be required to maintain and submit College Field 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.
- (g) Students are expected to be prepared for scheduled field placement site visits with faculty, fieldwork supervisor and student. The student is responsible to bring to each scheduled meeting a copy of his or her learning contract and verbally report on learning progress. These meetings afford the opportunity to monitor and evaluate the individual student's progress, provide support and assist with problem solving when necessary.
- (h) Students are encouraged to maintain regular communication with designated fieldwork faculty regarding their fieldwork experience.
- (i) Student **must maintain the attendance requirement** in the co-requisite course, SSW112 to continue in fieldwork.
- (j) 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.
- (k) Students are required to complete a minimum of **90 hours** of fieldwork. Students are required to attend all placement days scheduled and arrive on time.
- (l) **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. An email must be forwarded within one week of day missed to the designated faculty detailing an approved plan to make-up the hours missed. Students have one day per semester, which may be used for sick time if required without making up the fieldwork hours missed (as long as minimum expectation is met). A request must be made by email to the faculty for this time to be considered. When a "pattern of absences" emerges, a student will be subject to placement review, academic contracting/notification and/or termination from the placement. Consistent attendance is required to foster learning.

IV. EVALUATION PROCESS/GRADING SYSTEM

1. Students will be required to develop and maintain a learning contract. Format to be provided. This will be reviewed with the professor and revised accordingly. The student must submit the learning contract with comments about their progress with the final placement evaluation. **The fieldwork supervisor must sign all submissions.**
2. There will be two formal performance evaluations – one at mid-placement and one at the end of placement. The evaluation will encompass the student's achievement of objectives, as well as their process of achievement and performance. The evaluation is completed by the designated field work supervisor, with input from the student and/or faculty.

3. The College's format 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.
4. Toward the end of the placement, each student will be required to write a "Student Evaluation of Fieldwork Placement Setting". This is to be submitted to the professor and the agency supervisor prior to the student's last day of placement.
5. The professor in assigning the field grade will consider punctual and regular attendance at placement, progress toward goals, timely completion of assignments/requirements, hours completed and supervisory feedback. Students are responsible to ensure all fieldwork requirements are met.

Note: Fieldwork evaluation is subjective. It is not an exact science, and should not be regarded as an exact science. Agency circumstances change and student needs change during the course of fieldwork. The professor provides the consistency required for fair and accurate placement evaluation. Flexibility may be required and shall be seen as a professional skill.

ADDITIONAL NOTES:

1. Students are required to observe and adhere to the SSW Field Placement Manual policies and procedures. Each student will receive a copy of this at the start of the placement. Any breach of these policies, including items related to attendance, punctuality, attitude, confidentiality etc. could result in disciplinary action, suspension or termination of the placement.
2. Students are expected to read the "Professional Obligations", attached to this outline.
3. Students are expected to be familiar with and respect the College's Student Code of Conduct.

V. 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" (failure). Additional comments in the evaluation form will identify particular areas of strength and areas for improvement. Students must be successful in both SSW110 and SSW112 in order to continue in second year fieldwork courses.

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.

VI. 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in the *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.

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.

VII. 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.

VIII. 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.

PROFESSIONAL OBLIGATIONS: (Keep in mind that you are an observer/trainee on this placement)

1. To regard the welfare of the individuals you serve, the agency, and the College (not always in this order) as your primary professional duty.
2. To hold yourself responsible for your professional conduct.
3. To be willing always to increase your professional competence and to willingly share your knowledge with others in your profession.
4. To strive to support the further development of your profession by participating to the best of your ability in related professional activities.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use clear communication in expressing your view on the findings, opinions, and professional conduct of colleagues, confining such comments to matters of fact and matters of your own knowledge.
7. To respect the privacy, dignity, and other rights of clients and fellow staff (see policy on confidentiality).
8. To use in responsible manner information received in the course of professional relationships.
9. To follow the Ontario College of Social Workers and Social Service Workers Code of Ethics (attached) where applicable to students.

Following are a number of guidelines pertaining to the student's relationship to the field placement agency in which he or she will be observing/training. It is imperative that each student comprehends fully and follows closely these rules to get the maximum educational value from the field placement experience.

1. Find out all you can about your field placement setting, its policies, functions, and general philosophy, taking care to ask pertinent questions.
2. Find out your designated role at your field placement location and follow it well. Remember that you are not on field placement in the capacity of diagnosticians but as students to follow through on the instruction of the field contact personnel. The Placement Site Supervisor must first approve new approaches to your assignments.
3. Ask the staff for guidance. Do not launch into something you know nothing about.
4. Be polite, courteous, and attentive. Remember that you are there to learn, observe, and work. Assertiveness is also expected, in obtaining feedback, getting information required, and in generating new ideas.
5. Avoid premature judgment on the program, which is carried out by a specific field placement setting. Remember you are a student learning and not someone there to assess the relative merits of the program. Be careful about being openly critical. Concerns about the service delivery can be discussed in the confidence of the supervision meeting, or with the College Professor or Placement Site Supervisor.
6. Clothing and personal deportment are according to acceptable norms of the placement setting. Remember that you are representing your profession, your College, and yourself. A high degree of professionalism is expected. Attendance and punctuality requirements are addressed in the "Program Policies", and under #9 below.
7. Be willing to share any information regarding clients in the setting with the relevant staff who works there.
8. Any problems encountered in your field placement should be taken to your Placement Site Supervisor. Never confront the staff with the problem in front of clients - wait for a private, appropriate time. Be diplomatic! **Report all incidents to the College fieldwork professor immediately.**
9. Make sure you are always on time for your placement and contact the field work supervisor and the field placement well in advance if it is necessary for you to be absent. See also the Field Work Policies for more on attendance and punctuality.
10. Remember that the experiences you have in your field placement are part of a learning experience and are to be held in the strictest confidence. The students will not discuss cases with others that have no direct relationships to the client. At the field placement keep your records and correspondence in a manner consistent with agency guidelines and policies.

**Ontario College of Social Workers and Social Service Workers
Code of Ethics**

1. A social worker or social service worker shall maintain the best interests of the client as the primary professional obligation.
2. A social worker or social service worker shall respect the intrinsic worth of the persons she or he serves in her or his professional relationships with them
3. A social worker or social service worker shall carry out her or his professional duties and obligations with integrity and objectivity.
4. A social worker or social service worker shall have and maintain competence in the provision of a social work or social service work service to a client.
5. A social worker or social service worker shall not exploit the relationship with a client for personal benefit, gain or gratification.
6. A social worker or social service worker shall protect the confidentiality of all professionally acquired information. He or she shall disclose such information only when required or allowed by law to do so, or when clients have consented to disclosure.
7. A social worker or social service worker who engages in another profession, occupation, affiliation or calling shall not allow these outside interests to affect the social work or social service work relationship with the client.
8. A social worker or social service worker shall not provide social work or social service work services in a manner that discredits the profession of social work or social service work or diminishes the public's trust in either profession.
9. A social worker or social service worker shall advocate for workplace conditions and policies that are consistent with this Code of Ethics and the Standards of Practice of the Ontario College of Social Workers and Social Service Workers.
10. A social worker or a social service worker shall promote excellence in his or her respective profession.
11. A social worker or social service worker shall advocate change in the best interest of the client, and for the overall benefit of society, the environment and the global community.

**SSW110
Weekly Journal**

Student Name: _____

Fieldwork Setting: _____

Date of Journal: _____

Field Work Placement Supervisor's Signature: _____

Each student is responsible for recording the activities and responsibilities for each week at placement. In addition, students are asked to share their feelings, reactions, and thoughts about their experiences. The journal entries will enhance the student's awareness of professional and personal strengths and challenges in the helping field.

Please check the appropriate helping activities involved in this week and provide a brief narrative of skills utilized:

- Observation of "helping" activities (name specifically)**
- Intake and/or assessment work**
- Individual Casework**
- Family Work**
- Group Work**
- Community Work**
- Supportive Interventions (1:1 visits, home visits)**
- Leisure, recreational or other supportive activities**
- Social work documentation**
- Agency documentation/recording**
- Planning Activities**
- Prevention &/or Education Activities**
- Grant writing & Proposal Writing Activities**
- Networking**
- Referral &/or Linking Activities**
- Administrative Duties**
- Advocacy**
- Case Management/Service Coordination**
- Public Relations & Marketing Work**
- Interviewing Skills**
- Team/Staff Meeting**
- Case Conferences & Community Committee Work**
- Crisis Intervention Work**
- Other: (Name specifically)**

Narrative (Describe skills observed and/or used in above activities):

Describe your self-reflections (thoughts, emotional reactions, feelings, behaviours, etc.) and what situation(s) they were in relation to:

What was most meaningful to you this week, (a) personally, and (b) professionally?

What was most challenging to you this week, (a) personally, and (b) professionally?

Have you noticed any themes or patterns in your feelings, thoughts, or actions this week? If so, what meaning do you make of them? Are they something to bring to your supervisor or to seminar to discuss and explore?

Field Placement Attendance Record:

Students are expected to have time sheets signed by their field placement supervisor on a weekly basis. Students are to submit time sheets to the College Faculty as required. Initially, every two weeks and thereafter as instructed by the professor, monthly. Students must record the actual number of hours “worked” each day and 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, and the total number of hours this amounts to (i.e., 9:00 – 5:00, 7 hours). Ensure your fieldwork supervisor initials at the end of each week. Forms must be submitted to the designated College Faculty as required.

Student Name: _____

Placement Setting: _____

Fieldwork Supervisor Signature: _____

Month of: _____

Week Of	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total	Supervisor Initials

Total for the Month: _____ hours

Total Days Absent: _____

Make-Up Time Dates Approved: _____

Sample: January

Week Of	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total	Initials
Jan 9-13	9 – 5 (7)							7	
Jan16-20	9 – 5 (7)							7	
Jan23-27	9 – 5 (7)							7	
Jan 30-Feb 3	9 – 5 (7)							7	
Total									

Total for the Month: 28 hours

Total Days Absent: 0

Make-Up Time Dates Approved: _____

Social Services Worker Program Learning Contract

All students are expected to develop an individualized learning contract in consultation with their on-site field placement supervisor and designated faculty. Students are to identify and describe **three to five** learning strategies per standardized learning goal area. Students are encouraged to review the final evaluation to develop strategies that are consistent with program expectations. At the end of the semester, students are expected to describe and document evidence of accomplishing the goal and strategies.

The learning contract will be reviewed and approved by both faculty and the field placement supervisor within three weeks of start date of placement. Students are expected to submit draft copies in advance of the due date to ensure supervisory feedback. Learning Contracts must be word-processed utilizing the format discussed by the College faculty. **Submitted learning contracts must be signed by the designated fieldwork supervisor. Unsigned contracts will be deducted 5 marks and a re-submission will be required within one week in order to continue in fieldwork.**

Students are expected to maintain a copy of their learning contract, regularly review their progress toward goals and bring to scheduled meetings with their field placement supervisor and faculty for the purposes of supervision, evaluation and discussion.

The rating scale below is to be utilized by the fieldwork supervisor and/or faculty at the end of the semester in order to assess the student's progress in accomplishing strategies to meet goal areas.

Rating		Evaluation	Evaluation
5	=	Outstanding performance	Performance consistently above expected level
4	=	Very good performance	Performance usually above expected level
3	=	Acceptable performance	Performance is acceptable
2	=	Needs improvement	Performance inconsistent and requires improvement
1	=	Unacceptable/Incompetent Performance	Performance below acceptable level
NO	=	Not observed	Not able to evaluate at this time
NA	=	Not applicable	Not applicable to setting/at this time

Goal Area: The student demonstrates:	Strategies To Achieve Goal:	Target Dates	Evidence of accomplishment of goal and strategies (student completes at end of semester)
1. Understanding of placement setting.	1. 2. 3.	1. 2. 3.	1. 2. 3.
2. Effective work related interpersonal skills.	1. 2. 3.	1. 2. 3.	1. 2. 3.
3. Ability to develop helping relationship with client (individual, families, group or community).	1. 2. 3.	1. 2. 3.	1. 2. 3.
4. Knowledge and application of effective assessment approach and skills.	1. 2. 3.	1. 2. 3.	1. 2. 3.
5. Knowledge and application of effective intervention model(s) and skills.	1. 2. 3.	1. 2. 3.	1. 2. 3.
6. Ability to identify and use culturally competent practices with diverse groups.	1. 2. 3.	1. 2. 3.	1. 2. 3.
7. Ability to identify and understand the social policies, laws, and legislation relevant to the setting.	1. 2. 3.	1. 2. 3.	1. 2. 3.
8. Conveys professional values, ethics and attitudes.	1. 2. 3.	1. 2. 3.	1. 2. 3.
9. Ability to communicate clearly, concisely and professionally in a various methods.	1. 2. 3.	1. 2. 3.	1. 2. 3.
10. Identify any additional or specialized knowledge, skills, attitudes, and values specific to this field practicum. (optional)	1. 2. 3.	1. 2. 3.	1. 2. 3.