

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

Potential Elements of the Performance:

- Initiate feedback and ask for direction when necessary
- Demonstrate a professional appearance appropriate to the placement setting

2. **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:

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

3. **Identify how human services agencies and programs adapt programs and practices to address the concerns and needs of diverse populations.**

Potential Elements of the Performance:

- Develop an understanding of placement services and programs
- Increase awareness of any partnership/collaborate programs or services
- Become familiar with the client population served
- Demonstrate an ability to acknowledge the diverse needs and characteristics of diverse client populations and diverse situations

4. **Demonstrate an awareness of the challenges of adhering to principles of professional practice within agencies with set regulations, policies and restrictions.**

Potential Elements of the Performance:

- Develop an understanding of agency policies and regulations which guide service delivery
- Be aware of limitations or restraints affecting service delivery
- Articulate the impact of multi-systemic issues related to service delivery

III. TOPICS:

1. Preparing to enter the field.
2. Defining the role of the student in the placement work setting.
3. Moving from the classroom to the field.
4. Self Care.
5. Helping Skills Relevant to Social Services Workers.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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*. Second Edition. Allyn and Bacon.

V. EVALUATION PROCESS/GRADING SYSTEM:

Journals: Weekly – 1 per week during placement

- Journal #1: First Day/Orientation 10%
- Journal #2: General Journal 10%

Self Care Plan 25%

This assignment will require two elements:

- A) Self Care Plan of Action and
- B) A one page paper.

Introduction to Supervision Exercise	25%
This assignment will require students to provide answers to a series of supervision questions.	
Skills Inventory	20%
This exercise will encourage students to identify the skills they have acquired that will prepare for placement and future employability.	
Attendance and Participation	10%
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TOTAL= 100%	

ASSIGNMENTS

The following is a brief description of the required assignments during the semester. The instructor will provide further detailed information.

Journal: Journals will be submitted covering the fieldwork placement experience. In the journal, the student will describe what occurred at placement. The instructor will provide further detailed specifics.

Self Care Plan: Each student will submit a self care plan they developed for themselves. The self care plan will include the time required and resources required in order to carry out the plan and a brief statement on the commitment level to completing their self care plan.

Introduction to Supervision Exercise: This exercise will explore the student's ideas of supervision and support during fieldwork placement from supervisors as co-workers. Each student will complete a series of questions to prepare students on the expectations of the role of the supervisor and the supervisor in the helping field.

Skills Inventory Exercise: This exercise will encourage students to identify the skills they have acquired that will prepare for placement and future employability. The instructor will provide further specifics of the assignment in class.

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.	

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

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

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.

COURSE OUTLINE ADDENDUM:

VII. COURSE OUTLINE ADDENDUM:

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