

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE:	Fieldwork Seminar for Social Service I		
CODE NO. :	NSW 205	SEMESTER:	3
PROGRAM:	Social Service Worker-Native Specialization		
AUTHOR:	Michelle Proulx		
DATE:	June 2016	PREVIOUS OUTLINE DATED:	June 2015
APPROVED:	"Angelique Lemay"		July/16
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	DEAN		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	Co-requisite: NSW208		
HOURS/WEEK:	3		

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For additional information, please contact Angelique Lemay, Dean
School of Community Services, Interdisciplinary Studies, Curriculum & Faculty
Enrichment
(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 I 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 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

6. 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

7. 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

III. TOPICS:

1. Preparing to enter the field.
2. Developing Learning Outcomes/Goals.
3. Defining the role of the student in the placement work setting.
4. Moving from the classroom to the field.
5. Adjustments in the Workplace/Personal Responsibility/Self As Role Model.
6. Understanding the placement and agency setting.
7. Ethical Issues and Dilemmas.
8. Professional Self-Care.
9. Helping Skills Relevant to Social Services Workers.
10. Workshop Development: Planning and Project Management
11. Defining Personal and Professional Boundaries.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Drolet, J., Clark, N. & Allen, H. (2012). Shifting Sites of Practice: Field Education in Canada. Pearson Education Company

Each student is required to download their own copy of the PHIPA Toolkit and the Code of Ethics and Standards of Practice. These resources are found on the Ontario College of Social Workers and Social Service Workers website:

- PHIPA Toolkit: <http://www.ocswssw.org/professional-practice/phipa-toolkit/>
- Code of Ethics and Standards of Practice: <http://www.ocswssw.org/professional-practice/code-of-ethics/>

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments	Worth /
Journals: Weekly	15%
Self-Care Plan and Reflection	15%
In Class Chapter/Reading Presentations	15%
Draft 4 th Semester Learning Contract	10%
Workshop:	
• Brain Storm and Topic Research Paper	20%
Agency Profile Presentation	15%
Key Concept Notes	10%
TOTAL	100%

ASSIGNMENTS

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

WEEKLY JOURNAL: A weekly journal will be submitted covering the previous week. In the journal, the student will describe what occurred at placement. Throughout the semester, specific elements will be required to write about in the journal. The instructor will provide further detailed specifics.

SELF-CARE PLAN AND REFLECTION: 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.

IN CLASS REFLECTION AND CHAPTER PRESENTATIONS: Based on selected readings and topics relevant to the field work experience students will complete in class discussions and worksheets. Each week students will volunteer to present the chapter or assigned reading and guide peers through the concepts to demonstrate their planning, organization and facilitation skills. Attendance is important for these assignments as the work involved is intended to support sharing and learning from each other.

WORKSHOP: BRAIN STORM AND TOPIC RESEARCH PAPER: Students will be required to plan, prepare and present a workshop to a target audience in the winter semester. In preparation for this workshop topics will be explored and researched to demonstrate applicability in the field. During the fall semester, students will brainstorm a topic and target population complete a research paper outlining the relevance of the topic and trends in the field. Continued planning and project management will continue in the winter semester. Further details will be provided in class.

AGENCY PROFILE AND PRESENTATION: This assignment will provide a comprehensive overview of the placement assigned and the students' role within it. This assignment will be 2-4 pages in length. The instructor will provide specifics on format. Each student will prepare a 10 minute presentation introducing their placement location, services, population served etc. to the class. A one page hand out/pamphlet will be required to provide to the class.

KEY CONCEPT NOTES: (Worth 10%) Students will be expected to submit participation notes in advance of specified class dates to adequately prepare for class by reviewing assigned readings or resources. Preparation notes must be submitted on the day of class, no exceptions.

DRAFT 4TH SEMESTER LEARNING CONTRACT: Each student will consult with the fieldwork supervisor and create a draft of their fourth semester learning contract. The fourth semester learning contract will reflect learning goals that are specific to each fieldwork setting. A template and choice of learning goals will be provided to students. Students are responsible for communicating with their fieldwork supervisor to complete this assignment.

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.	

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:

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.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. OUTLINE ADDENDUM:

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