

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Fieldwork Seminar for Social Services II

CODE NO. : NSW 210 **SEMESTER:** 4

PROGRAM: Social Services Worker - Native Specialization

AUTHOR: Michelle Proulx

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

APPROVED: _____
"Angelique Lemay" June/15
DEAN DATE

TOTAL CREDITS: 2

PREREQUISITE(S): NSW205 & NSW208

CO-REQUISITE(S): NSW 211

HOURS/WEEK: 3 hours/week

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, Interdisciplinary Studies, Curriculum & Faculty
Enrichment
(705) 759-2554, Ext. 2737

I. COURSE DESCRIPTION:

Those who work in the social services field require a healthy and balanced approach to this commitment. Walking a balanced path in the helping field is a necessary if we are to do our best for our community. Personal responsibility, effective time management and personal planning are key components to maintaining effectiveness within the social services field.

Fieldwork Seminar II provides the student with an opportunity to meet as a group to share their fieldwork experience. This course promotes the incorporation of self-initiative and personal responsibility in the workplace, and ultimately the community. In addition, each seminar group will provide the opportunity to process the field experiences in a concise and effective manner. This is accomplished under the guidance of their primary instructor.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

When you have earned credit for this course, you will have reliably demonstrated ability to:

1. Consistently communicate professionally, clearly, concisely and accurately in the written, spoken and visual form that fulfills the purpose and meets the needs of a variety of audiences (ie: peers, agencies, etc.)Potential Elements of the Performance:

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

2. Explore, assess and evaluate goals, plans and barriers experienced by members of the client / community in need.Potential Elements of the Performance:

- Become familiar with identifying client-centred goals.
- Recognize and incorporate client/community strengths
- Become familiar with Service Plans,
- Identify obstacles/barriers and demonstrate an ability to modify service plans

3. Display consistent behaviour of the 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, consumers, peers and community members
- Actively listen and communicate in a professional manner with peers, consumers, community members and staff
- Provide support to peers and contribute to peer consultations
- Describe appropriate services and partners as a source for networking
- Demonstrate reflective learning
- Communicate an awareness of personal cultural competency

4. Compile necessary resources relevant to the implementation of a workshop designed to meet the needs of specific members in the community.

Potential Elements of the Performance:

- Research current, relevant professional information related to workshop topic.
- Utilize professional based information sources to support/reinforce workshop topic
- Identify additional resources necessary to carry out a workshop

5. Promote and confirm interested community members for a pre-planned workshop package.

Potential Elements of the Performance:

- Identify promotional techniques to create awareness of workshop
- Understand the timeframe and importance of planning for promoting and advertising the workshop event
- Utilize a variety of sources for promotion of the workshop
- Creatively and concisely advertise and promote workshop to targeted community members.

6. Organize and/or conduct an awareness/consultation workshop to promote awareness of identified needs.

Potential Elements of the Performance:

- Implement and host a workshop which has been identified to meet a target group's needs
- Evaluate the effectiveness of the workshop's implementation
- Articulate the importance a team approach to workshop development and implementation.

7. Identify job search skills relevant for social services employment opportunities.

Potential Elements of the Performance:

- Prepare a personal resume applicable for the social services field.
- Demonstrate skills for job interviews.
- Display appropriate and professional attire for job interviews.

III. TOPICS COVERED/LEARNING ACTIVITIES:

1. Peer Consultation.
2. Implementing defined goals and objectives and evaluation.
3. Developing your professional self.
4. Preparing for the future.
5. Networking and collaterals.
6. Preparing for the future.
7. Cultural Competency
8. Workshop Development: Planning and Project Management.
9. Personal and Professional Boundaries.
10. Closure/Ending Relationships

IV. RECOMMENDED RESOURCES/TEXTS/MATERIALS:

The following books have been used in the previous semester and will be used throughout this semester.

Birkenmaier, J. & Berg-Weger, M. (2011). *The Practicum Companion for Social Work: Integrating Class and Fieldwork*, Boston, MA: Pearson Education Inc.

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments	Worth / %
Cultural Competence Exercise	10
Resume / Job Search Exercise	15
Research Paper	20
Workshop Implementation & Evaluation	25
Participation Notes/Chapter Workbook Exercises	15
Journal: Weekly	15
TOTAL	100%

ASSIGNMENTS

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

CULTURAL COMPETENCE EXERCISE: Students will examine their own cultural competence based on their experiences and personal beliefs. Students will also prepare a plan that moves the student towards another level of cultural competency. Students will also reflect on the level of cultural competency demonstrated at their placement setting. In addition to this reflection students will identify how the agency may change their level of cultural competency.

RESUME / JOB SEARCH EXERCISE: Students will prepare a current resume and will apply for a social service related job and participate in a mock interview. Students will also research local job search agencies to get feedback and assistance on resume building and job search. Student will also conduct in class exercises to prepare for job interviews.

RESEARCH PAPER: Students will choose a topic/issue that is relevant to their placement setting and complete an 8 page research paper using APA format. The student is required to access a minimum of 5 references from professional journals and scholarly resources to support their research paper. A minimum of one website may be used, but must be from a professional or government organization. Proper APA format and referencing of sources within the body of the paper is required.

WORKSHOP IMPLEMENTATION AND EVALUATION: Student groups will implement the workshop that has been planned over the third and fourth semester. Students will prepare a participant and personal evaluation to evaluate the effectiveness of the workshop and their reflection of their level of participation and contribution to the workshop.

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.

PARTICIPATION NOTES/CHAPTER WORKBOOK EXERCISES: 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. The participation notes are based on the completion of assigned chapter reading and accompanying workbook exercise. The workbook exercises will guide seminar discussion. The exercises must be completed before class to encourage active participation in class.

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.	

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. COURSE OUTLINE ADDENDUM:

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