

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 IIA, IIB and IIC provide 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. Communicate professionally, clearly, concisely and accurately in the written, spoken and visual form that fulfils 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.
- Develop an understanding of the use of non-verbal communication.

- 2. Explore 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.
- Become familiar with Service Plans

- 3. Display 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
- 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

III. TOPICS COVERED/LEARNING ACTIVITIES:

1. Defining and Implementing goals
2. Developing your professional self.
3. Workshop planning
4. Becoming an active member at placement
5. Cultural Competency

IV. RECOMMENDED RESOURCES/TEXTS/MATERIALS:

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

Shifting Sites of Practice; Field Education in Canada ISBN 9780137013418

V. EVALUATION PROCESS/GRADING SYSTEM:

Cultural Competence Exercise	20%
Research Paper--Topic and Research Paper Outline:	20%

Workshop Implementation and Evaluation

Target Audience and Topic Submission 10%

Summary of References 10%

Resource/Supply List 10%

Journals: 20%

Welcome Back

Rest Stop

Attendance and Participation 10%

Total 100%

ASSIGNMENT DESCRIPTION

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 student can contribute to the level of cultural competency at the placement setting.

Research Paper--Topic and Research Paper Outline: Students will choose a topic/issue that is relevant to their placement setting. Throughout the three semesters of Fieldwork Seminar IIA, IIB and IIC, each student will work towards completing an 8 page research paper using APA format.

During semester three students will decide on their research topic and submit a draft outline of the paper. This document is to be no longer one page in length and must include the topic to be reached and subheadings to demonstrate the information your research paper will cover. You can include theoretical background, best practice applications, implications to population serviced, benefits and strengths on so forth.

Workshop Implementation and Evaluation

Target Audience and Topic Submission

Each student will contribute to a community based workshop. By the end of semester 5 students will deliver a two hour workshop educating and presenting information on a specific topic.

For this semester each student is to submit a summary of the target audience they will be delivering the workshop to. A description of the target audience will include who this audience will consist of, a brief description of why you chose this target audience, and how you plan to recruit this target audience to attend your

workshop. In addition, each student will submit the topic of the workshop with a brief description of the relevance of this topic and why the target audience will benefit from this workshop.

Summary of References

Each student will complete research on the topic area to prepare a presentation for the workshop. A total of 5 sources must be used to support the topic area. A reference sheet will be submitted which will include the a proper APA reference format and one paragraph summary of the source information.

Resource/Supply List

Students will prepare of list of resource and supplies required to put on the workshop. The workshop is not intended to cost the student any money so resourcefulness on where to access supplies for this workshop is one of the skills to be demonstrated. Resources and supplies could include things such as audiovisual equipment, handouts, paper and pens for participants etc.

Journal Welcome Back: Describe what it was like returning to placement. Did you feel that you continued where you left last semester? What are you looking forward to the most this semester? What skills are you planning to develop further this semester?

Journal Rest Stop: Take this time to reflect on what you have learned to date at placement and what you feel you would like to accomplish by the end of the semester. What is your plan to reach that goal? What are you doing for self care. Identify what you need for yourself to succeed and to ensure that you are taking care of yourself.

1. **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 in post-secondary courses:

<u>Grade</u>	<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	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 academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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:

Distribution and Submission of Assignments

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

Distribution of Assignments

- Campus schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.
- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.
- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.
- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations contact their faculty through e-mail to seek clarification.
- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up

assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

Submission of Assignments

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.
- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non-class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivals may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behavior impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

Participation and 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.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

Students will be graded on attendance for on campus and centra classes. Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester. Each evaluation is worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in the course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

VII COURSE OUTLINE ADDENDUM:

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

The College wide Course Outline Addendum has been provided a separate document. It is the faculty and student's responsibility to review this addendum along with the course Outline.

PLEASE NOTE: Oshki-Pimache-O-Win students enrolled in the Social Service Worker – Native Specialization program (1218) use **MOODLE** as the online course management system. This will be the student's main source for course information. The course outline addendum refers to D2L or LMS course management system does not apply to Oshki-Pimache-O-Win students.