

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Fieldwork Seminar For Social Services IIB

CODE NO. : NSW225 **SEMESTER:** 4

PROGRAM: Social Service Worker-Native Specialization
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

AUTHOR: Michelle Proulx

DATE: June '15 **PREVIOUS OUTLINE DATED:** June '14

APPROVED: 'Angelique Lemay' June/15

DEAN

DATE

TOTAL CREDITS: 1

PREREQUISITE(S): NSW215 & NSW220

CO-REQUISITE(S): NSW230

LENGTH OF COURSE: 15 weeks

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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. **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.

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,

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
- Provide support to peers and contribute to peer consultations
- 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.

III. TOPICS COVERED/LEARNING ACTIVITIES:

1. Peer Consultation.
2. Implementing defined goals and objectives and evaluation.
3. Developing your professional self.
4. Workshop Development: Planning and Project Management.
5. Personal and Professional Boundaries.

IV. RECOMMENDED RESOURCES/TEXTS/MATERIALS:

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

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*. 2nd Ed. Allyn and Bacon.

V. EVALUATION PROCESS/GRADING SYSTEM:

Peer Consultation Exercise	20%
Research Paper: Demonstration of Research	20%
Workshop Implementation and Evaluation	
Draft Presentation	20%
Participant Evaluation Form	10%
Significant Event	
Journals	20%
Road Side Journey	
Snap Shot	
Attendance and Participation	10%
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Total 100%	

ASSIGNMENT DESCRIPTION

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

PEER CONSULTATION EXERCISE: This assignment will allow the student to experience peer consultation. Students will be expected to provide the class with a scenario from placement they would like to talk about as a group. The class will provide constructive feedback and the student will prepare a written summary of how the feedback and suggestions were implemented. Details to be provided by professor.

RESEARCH PAPER - DEMONSTRATION OF RESEARCH: This is a continuation from the Research Paper assignment in NSW215. 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. A written paragraph for each source is required that is properly referenced using APA format. Details to be provided by professor.

WORKSHOP IMPLEMENTATION AND EVALUATION:

Draft Presentation: Students will submit a draft of their two hour workshop. Included in this submission is the workshop agenda, draft copy of a PowerPoint presentation, any handouts to be distributed to participants, any other supporting material to demonstrate professional credible sources used in the planning and delivery of the workshop.

Participant Evaluation Form: A participant evaluation form will be submitted to capture feedback from participants upon completion of the workshop. The feedback from should contain questions and style consistent to the populations needs and abilities in completing a feedback form.

SIGNIFICANT EVENT: The students will prepare a written description of a significant event that occurred during placement. This event will allow the student to reflect on the learning opportunity this event presented. Details to be provided by professor.

JOURNALS:

Road Side Journey

If you used a roadside sign to describe what you are feeling and experiencing during your placement at this time, what sign would it be, describe why you chose this sign and what it means to you. Details to be provided by professor.

Snap Shot

Think of your placement experience so far. If you could take a picture of your experience, what would that picture look like. Describe this picture as if you are sharing the picture with another person. What would you want to capture in that picture and why?

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%	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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.

VII. COURSE OUTLINE ADDENDUM:

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