

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Fieldwork Preparation

CODE NO. : SSW 1000

SEMESTER: 1

PROGRAM: Social Service Worker

AUTHOR: Leanne Murray, MSW

DATE: September/
2002

PREVIOUS OUTLINE DATED: June/
2001

APPROVED:

DEAN

DATE

TOTAL CREDITS: 2

PREREQUISITE(S): Enrollment in program

HOURS/WEEK: 2

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I. COURSE DESCRIPTION:

This course is designed to introduce students to Social Service Work practice and to provide a milieu to enhance student's academic, field, and professional success. The course will help students understand and maximize future field placement training opportunities. Students will be introduced to important concepts in the helping field such as ethics, values, self awareness, and effective supervision. This course will also provide students with general learning methodologies (i.e. personal learning plans, organizational/study tips, collaborative learning models) to promote successful transition to College life.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify and utilize learning success strategies for the College SSW experience.

Potential Elements of the Performance:

- Utilize an appointment/agenda book/electronic calendar/palm
- Demonstrate knowledge of College learning and support resources (location, how to access)
- Describe the essential elements of a personal learning plan
- Prepare and evaluate a personal learning plan
- Demonstrate effective organizational and time management strategies
- Identify stress management strategies
- Demonstrate comfort and ability with technology (computer, internet, fax, phone, photocopy, email etc.)

2. Express knowledge of the Social Service Worker Profession

Potential Elements of the Performance:

- Describe the basic stages of the helping process
- List the basic values of the SSW profession
- Demonstrate a beginning understanding of the scope and range of SSW practice
- Either recite or paraphrase College and SSW policies related to placement performance, including (and not limited to) confidentiality, dual relationships, conflict-of-interest, boundaries (personal, ethical/professional/ legal), and vicarious liability
- Identify relevant legislation that affects or governs placement sites
- Identify common concerns of beginning helpers (diversity issues, dealing with self doubts, transference/counter-transference)

3. Demonstrate knowledge about community resources and the social services system. Describe the role of the SSW in the field and the importance of networking skills.

Potential Elements of the Performance:

- Demonstrate beginning professional interviewing/networking skills
- Plan, prepare and conduct a 'site visit' and report on it
- Familiarization of local social services (be conversant in the reports of classmates from their site visits)
- Development of a 'service directory/resource bank'
- Identify and understand the various social service worker roles, functions and responsibilities within the social service system

4. Apply effective interpersonal and communication skills.

Potential Elements of the Performance:

- Demonstrate effective team work, problem-solving, and collaborative learning skills in class
- Active participation in class activities, discussions, role-play situations and field site visits
- Assess, reflect and act upon constructive feedback from others
- Plan and prepare both verbal and written reports

5. Demonstrate an understanding and readiness for social service worker field work training.

Potential Elements of the Performance:

- Explain and describe the student SSW role
- Recognize and adhere to College and Professional guidelines, rules, values
- Explain how to use supervision effectively
- Demonstrate punctuality, attendance and professionalism

III. TOPICS:

The following topics may be discussed.

1. Succeeding in the Sault College SSW program. Introduction and overview of program. Learning strategies including collaborative group learning and personal learning plans.
2. The scope and nature of SSW-related services and the profession. Briefly discuss the stages of helping, strengths-based philosophy, familiarization with community resources, role of SSW.
3. Making the most of Field work training. Discussion of myths, expectations, roles, supervision, assertiveness and communication skills. Conflict resolution. Legal and ethical considerations.
4. Self and professional awareness and development
5. Technology in the SSW field

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Each student must provide a copy of the following, and bring each to all classes:

- A daily planner/schedule book/agenda --- various types are available, but it must have space for daily entry.
- Corey, M., & Corey, G. (2003). 4th Ed. Becoming a Helper. California: Brooks/Cole Publishing Company

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Textbook assignments (15%)
2. Site Visit Plan (List of questions, date site visit scheduled, name of contact, address) (5%)
3. Community/Social Service Agency Site Visit Report (15%) (In-class presentation & written report)
4. Personal learning plan (10%)
5. Self assessment/learning inventory (10%)
6. Attendance and Class participation (20%)
7. Exam (25%)

Assignments guidelines, instructions and due dates to be provided in class by professor.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:**Methodology:**

This course is designed to facilitate participatory conversations and learning as a group with SSW faculty. There will be some lecture, however, students will be expected to actively contribute to the learning process.

Course Policies:

1. Regular attendance and punctuality is expected. Ninety percent of class hours per semester is the minimum requirement. Grade will be reduced if attendance falls below 90%. Students may be asked to repeat the class if less than 60% of classes are attended. Professor reserves the right to ask for verification of absence.
2. Due to the nature of some discussions, students who arrive late for class may not be permitted entry.
3. Punctual completion of assignments is required. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 1% grade reduction per day (including weekends).
4. All submissions must be typed and referenced according to APA format unless otherwise stated by the professor.
5. Students must pass the final exam to achieve course credit.
6. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
7. The provisions of the Social Service Worker Program Policies will apply at all times in this course, especially with regard to confidentiality/limits to and reporting format (to be described in class).

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.