

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Field Work I for Social Services Worker
CODE NO. : SSW110 **SEMESTER:** 2
PROGRAM: Social Services Worker Program
AUTHOR: Leanne Murray, MSW, RSW
DATE: Jan/2009 **PREVIOUS OUTLINE DATED:** Jan/08
APPROVED: "Angelique Lemay"

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): SSW105 or permission of the Program Coordinator, Completion of Sault College fieldwork requirements
COREQUISITE(S): SSW112
HOURS/WEEK: 7 hours

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In this outline:

"Student" refers to the College S.S.W. student

"Client" refers to the recipient of service - this may be a "client" in a children's service setting or a "student" in a school setting or a "family" in a family services setting, or it may have a broader application in a community development setting

"Placement Site Supervisor"

refers to the person assigned by the placement site to be the S.S.W. student's on-site supervisor

"SSW Faculty"

refers to the College assigned field supervisor

I. COURSE DESCRIPTION:

This course is a co-requisite with Seminar (SSW112). The course is the first practicum in the Social Service Worker Program. Students will be placed in a community setting where, under supervision; they will observe and carry out social service work duties as defined by the placement site supervisor and the SSW faculty. The goal of fieldwork is to introduce the students to social service work and to begin integrating knowledge and applying beginning level social service work skills.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Demonstrate a beginning ability to integrate social work knowledge, principles and values from theory to practice.

Potential Elements of the performance:

- a. Adhere to the SSW standardized learning contract and demonstrate beginning SSW helping skills pertinent to fieldwork setting
- b. Demonstrate understanding of agency setting, policies and practices
- c. Apply previously/currently-studied knowledge and skills within the placement setting in accordance with agency setting and College expectations

2. Perform ongoing self-assessment to promote awareness and enhance professional competence.

Potential Elements of the performance:

- a. Maintain professional boundaries with clients and colleagues
- b. Establish reasonable and realistic professional goals for oneself to enhance work performance
- c. Access and utilize resources to enhance personal/professional growth
- d. Act in accordance with ethical and professional standards
- e. Apply organizational and time-management skills
- f. Utilize agency supervision
- g. Evaluate own performance using College reporting formats and evaluations.

3. Develop a beginning ability to identify/assess the needs and resources of individuals, families, groups, and community and identify ways to assist.

Potential Elements of the performance:

- a. Collect, analyze, and synthesize information through observation, research, consultation and supervision
 - b. Identify major presenting issues of service consumers and/or community groups utilizing a holistic, strengths-based or structural understanding of the wider context
 - c. Complete tasks successfully and sensitively while working with diverse populations
 - d. Identify relevant social policies, community resources and referral process
 - e. Build and establish rapport with clientele served using SSW helping skills
4. Develop and maintain professional relationships which adhere to legal and ethical standards.

Potential Elements of the performance:

- a. Seek and utilize supervision/consultation as necessary and appropriate
- b. Demonstrate an increased understanding and knowledge of self in relation to the helping process
- c. Establish working relationships that reflect professional codes of ethics and agency guidelines
- d. Use appropriate relationship building techniques and social work knowledge in the field
- e. Demonstrate the ability to accept and integrate constructive feedback

III. REQUIREMENTS:

Field Work is conducted in an individualized learning mode consistent with required SSW standardized learning contract. The route each student takes may vary depending upon the fieldwork setting; however each student is responsible to demonstrate social service worker knowledge and skill development consistent with the SSW program requirements.

- (a) Students are required to attend an initial orientation meeting and/or scheduled start date at the selected fieldwork setting. Students are encouraged to complete preliminary research about the selected setting prior to the scheduled appointment and/or start date.
- (b) Students are to prepare for the orientation meeting/start date and conduct themselves in a professional manner. Students are to bring copies of the necessary documentation to this meeting (resume, CPR/First Aid certification, Police Search Information, Health Record, Work Education Placement Agreement, Field placement Manual/Quick Guide).
- (c) At the beginning of the placement, the students are responsible to review the SSW Standardized Learning Contract. The student, the faculty, and the fieldwork supervisor will strategize and develop placement work assignments, which will provide opportunities for the students to reach the established learning tasks and activities.
- (d) The student must maintain accurate documentation of this learning and submit one progress report to assigned faculty detailing evidence of accomplishment.
- (e) The student may be withdrawn from the fieldwork setting if the learning contract progress report is not completed and/or not completed satisfactorily.
- (f) Students must complete Fieldwork Activity Logs weekly documenting clearly their activities, tasks, and accomplishments.

- (g) Students will be required to maintain and submit College Field Placement **time sheets**. The procedure will be explained. There may be additional reporting and monitoring requirements for individual students, as assigned by the individual placement and/or by the College faculty.
- (h) Students are expected to be prepared for scheduled field placement site visits with faculty, fieldwork supervisor and student. The student is responsible to bring to each scheduled meeting a copy of his or her learning contract and verbally report on learning progress. These meetings afford the opportunity to monitor and evaluate the individual student's progress, provide support and assist with problem solving when necessary.
- (i) Students are encouraged to maintain regular communication with designated fieldwork faculty regarding their fieldwork experience.
- (j) Student **must maintain the attendance requirement** in the co-requisite course, SSW112 to continue in fieldwork.
- (k) Students are required to be familiar with and abide by the SSW Program Field Placement Manual policies and procedures. **Non-compliance with relevant fieldwork expectations and/or policies will result in placement review and/or termination in accordance with procedures detailed in the SSW Field placement manual.**
- (l) Students are required to complete a **minimum of 80 hours of fieldwork**. Students are required to attend all placement days scheduled and arrive on time.
- (m) **Expectations regarding absences**: Students who are absent due to illness or exceptional circumstances are required to contact both the fieldwork supervisor and faculty ***well in advance*** when feasible and/or **on the morning of** their absence. **Student must document on monthly time sheet the absence and document the approved make-up plan for the missed hours.** When a "pattern of absences" emerges, a student will be subject to placement review, academic contracting/notification and/or termination from the placement. Consistent attendance is required to foster learning.

IV. EVALUATION PROCESS/GRADING SYSTEM

1. Students will be required to use the SSW Standardized Learning Contract. Progress reports that provide evidence of learning are required.
2. There will be two formal performance evaluations – one at mid-placement and one at the end of placement. The evaluation is completed by the designated field work supervisor, with input from the student and/or faculty.
3. The College's format will be used for both the mid-placement progress report and the final evaluation. Each student will be fully aware of what is in his or her evaluations. The College faculty then collates this information and assigns a final grade.
4. Toward the end of the placement, each student will be required to write a "Student Evaluation of Fieldwork Placement Setting". This is to be submitted to the faculty and the agency supervisor prior to the student's last day of placement.
5. The faculty in assigning the field grade will consider punctual and regular attendance at placement, progress toward goals, timely completion of assignments/requirements, hours completed and supervisory feedback. Students are responsible to ensure all fieldwork requirements are met.

Note: Fieldwork evaluation is subjective. It is not an exact science, and should not be regarded as an exact science. Agency circumstances and student needs may change during the course of fieldwork. The faculty provides the consistency required for fair and accurate placement evaluation. Flexibility may be required and shall be considered as a professional skill.

ADDITIONAL NOTES:

1. Students are required to observe and adhere to the SSW Field Placement Manual policies and procedures. Each student will receive a copy of this at the start of the placement. Any breach of these policies, including items related to attendance, punctuality, attitude, confidentiality etc. could result in disciplinary action, suspension or termination of the placement.
2. Students are expected to read the "Professional Obligations", attached to this outline.
3. Students are expected to be familiar with and respect the College's Student Code of Conduct.

Fieldwork is assigned an "S" or "U" grade ("S" = satisfactory completion of requirements); "U" indicates unsatisfactory completion or incompleteness of requirements or "F" (failure). Additional comments in the evaluation form will identify particular areas of strength and areas for improvement. **Students must be successful in both SSW110 and SSW112 in order to continue in second year fieldwork courses.**

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	
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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

V. SPECIAL NOTES:

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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. Professor may use Safe Assign tool to assess plagiarism.

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.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *March* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

PROFESSIONAL OBLIGATIONS: (Keep in mind that you are an observer/trainee on this placement)

1. To regard the welfare of the individuals you serve, the agency, and the College (not always in this order) as your primary professional duty.
2. To hold yourself responsible for your professional conduct.
3. To be willing always to increase your professional competence and to willingly share your knowledge with others in your profession.
4. To strive to support the further development of your profession by participating to the best of your ability in related professional activities.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use clear communication in expressing your view on the findings, opinions, and professional conduct of colleagues, confining such comments to matters of fact and matters of your own knowledge.
7. To respect the privacy, dignity, and other rights of clients and fellow staff (see policy on confidentiality).
8. To use in responsible manner information received in the course of professional relationships.
9. To follow the Ontario College of Social Workers and Social Service Workers Code of Ethics (attached) where applicable to students.

Following are a number of guidelines pertaining to the student's relationship to the field placement agency in which he or she will be observing/training. It is imperative that each student comprehends fully and follows closely these rules to get the maximum educational value from the field placement experience.

1. Find out all you can about your field placement setting, its policies, functions, and general philosophy, taking care to ask pertinent questions.
2. Find out your designated role at your field placement location and follow it well. Remember that you are not on field placement in the capacity of diagnosticians but as students to follow through on the instruction of the field contact personnel. The Placement Site Supervisor must first approve new approaches to your assignments.
3. Ask the staff for guidance. Do not launch into something you know nothing about.
4. Be polite, courteous, and attentive. Remember that you are there to learn, observe, and work. Assertiveness is also expected, in obtaining feedback, getting information required, and in generating new ideas.
5. Avoid premature judgment on the program, which is carried out by a specific field placement setting. Remember you are a student learning and not someone there to assess the relative merits of the program. Be careful about being openly critical. Concerns about the service delivery can be discussed in the confidence of the supervision meeting, or with the College Faculty or Placement Site Supervisor.
6. Clothing and personal deportment are according to acceptable norms of the placement setting. Remember that you are representing your profession, your College, and yourself. A high degree of professionalism is expected. Attendance and punctuality requirements are addressed in the "Program Policies", and under #9 below.
7. Be willing to share any information regarding clients in the setting with the relevant staff who works there.
8. Any problems encountered in your field placement should be taken to your Placement Site Supervisor. Never confront the staff with the problem in front of clients - wait for a private, appropriate time. Be diplomatic! **Report all incidents to the College fieldwork faculty immediately.**

If you are injured in a placement related situation, you must report to the Sault College Health Services within 72 hours, and inform both the agency field placement supervisor and College field work faculty responsible for your field supervision.

9. Make sure you are always on time for your placement and contact the field work supervisor and the field placement well in advance if it is necessary for you to be absent. See also the Field Work Policies for more on attendance and punctuality.
10. Remember that the experiences you have in your field placement are part of a learning experience and are to be held in the strictest confidence. The students will not discuss cases with others that have no direct relationships to the client. At the field placement keep your records and correspondence in a manner consistent with agency guidelines and policies.

**Ontario College of Social Workers and Social Service Workers
Code of Ethics**

1. A social worker or social service worker shall maintain the best interests of the client as the primary professional obligation.
2. A social worker or social service worker shall respect the intrinsic worth of the persons she or he serves in her or his professional relationships with them
3. A social worker or social service worker shall carry out her or his professional duties and obligations with integrity and objectivity.
4. A social worker or social service worker shall have and maintain competence in the provision of a social work or social service work service to a client.
5. A social worker or social service worker shall not exploit the relationship with a client for personal benefit, gain or gratification.
6. A social worker or social service worker shall protect the confidentiality of all professionally acquired information. He or she shall disclose such information only when required or allowed by law to do so, or when clients have consented to disclosure.
7. A social worker or social service worker who engages in another profession, occupation, affiliation or calling shall not allow these outside interests to affect the social work or social service work relationship with the client.
8. A social worker or social service worker shall not provide social work or social service work services in a manner that discredits the profession of social work or social service work or diminishes the public's trust in either profession.
9. A social worker or social service worker shall advocate for workplace conditions and policies that are consistent with this Code of Ethics and the Standards of Practice of the Ontario College of Social Workers and Social Service Workers.
10. A social worker or a social service worker shall promote excellence in his or her respective profession.
11. A social worker or social service worker shall advocate change in the best interest of the client, and for the overall benefit of society, the environment and the global community.

Field Placement Time Sheet:

Students are expected to have time sheets signed by their field placement supervisor on a weekly basis. Students are to submit time sheets to the College Faculty as required. (Students must record the actual number of hours “worked” each day and report any lateness or absences on the time sheet. Students are required to maintain a copy of their attendance record and to track the required hours.

Please complete daily by filling in the times you began and completed placement, and the total number of hours this amounts to (i.e., 9:00 – 5:00, 7 hours). Ensure your fieldwork supervisor initials at the end of each week. Forms must be submitted to the designated College Faculty as required.

Student Name: _____

Placement Setting: _____

Fieldwork Supervisor Signature: _____

Month of: _____

Week Of	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total	Supervisor Initials

Total for the Month: _____ hours

Total Days Absent: _____

Make-Up Time Dates Approved: _____

**Social Services Worker Program
Field Placement Activity Log**

Student: _____

Supervisor: _____

Field Placement Setting: _____

Month: _____

Student Signature: _____

Supervisor

Signature: _____

Briefly list the activities/tasks involved in each day, including what the purpose of the activity is. In the third column, indicate what vocational outcome the tasks/activities are related to. A sample activity log is available on LMS.

Date	Learning Activities/Tasks Completed/Comments	Related Learning/Vocational Outcome

Learning/Vocational Outcomes for SSW graduates:

1. Understands placement setting
2. Demonstrates sound and effective interpersonal skills
3. Demonstrates ability to form professional helping relationships, which adhere to legal, ethical and agency standards
4. Demonstrates ability to assess needs, strengths and resources of client populations (individuals, families, groups, and or communities) and develop relevant goals
5. Knowledge and application of effective intervention model(s) and skills
6. Identifies and applies culturally competent practice with diverse
7. Identifies and understands current social policy, relevant legislation and systemic issues.
8. Committed to professional SSW development. Conveys professional values, ethics and attitude
9. Communicates clearly, concisely and correctly

Standardized Learning Contract: 1st Year Level Social Services Worker Fieldwork Placements:

Student Name: _____

Field Placement Organization Name: _____

Field Placement Supervisor Signature: _____

Faculty Supervisor Signature: _____

Date Completed: _____

Date Submitted/Reviewed: _____

The learning contract is designed to assist the integration of knowledge gained in the academic program with the learning experiences at the field placement site. The contract is a plan between the student, the college, and the field placement supervisor. The contract identifies SSW vocational goal areas and related tasks and activities to promote the student skill development. Expected activities for each goal area have been developed to reflect the developmental nature of student learning in field work. We anticipate/expect that additional tasks/activities will be mutually determined between the student and fieldwork supervisor pertinent to the fieldwork setting.

It is critical that first year students are engaged in meaningful learning activities which promote their beginning understanding of the client population served within the organizational context of the fieldwork setting. Opportunities to observe and participate with the client population served provide the foundation for students to practice and develop Social Service Worker skills.

Students are expected to track/document completion of learning activities throughout the semester. Students are to submit the Learning Contract documenting their progress, learning and reflections in accordance with faculty instructions. **The Learning Contract Progress Report is to be submitted at the beginning of scheduled seminar class during the week of March 30th, 2009.** Fieldwork supervisors are to review and sign these reports and student submits to assigned faculty.

Faculty reserve the right to request re-submissions if Learning Contract not completed satisfactory. As well faculty reserve the right to request an updated progress report regarding completion of outstanding learning tasks.

Fieldwork supervisors are encouraged to utilize this form in supervision meetings with the student. It is helpful to engage students in the activities listed and ensure that they are meeting the standardized expectations.

Goal Area # 1: Understands placement setting

Expected student outcomes:

- Recognize agency/setting mission, goals, values, services and major funders
- Identify agency structure, organizational chart, agency policies, procedures, guidelines
- Identify understanding of client/consumer needs, strengths and resources at the micro, mezzo and macro levels of service
- Identify relevant social policy, ministerial guidelines, or legislation pertinent to setting
- Identify key community partnerships and community resources relevant to clientele served

Expected learning tasks/activities:

- Read/Review relevant policies/procedures applicable to setting
- Visit and review organization’s website and become familiar with services provided, mandate, mission
- Identify and review one government website that provides funding/policy direction/legislation/ service framework for field work setting
- Maintain notes of above and discuss with fieldwork supervisor for clarification
- Interview staff/team members involved in programs in the organization to learn about their role and responsibilities
- Observe/Participate in “client meetings” to learn about presenting needs/concerns of participants of the service
- Identify two key community partners/resources and be able to discuss services offered and referral process
- Prepare, plan and document organization setting presentation/report for seminar class
- Fieldwork setting specific tasks/activities: (state what student will do)**

This section is completed by the student. Students must check off the activities/tasks they accomplished. Additionally, students are to describe their learning, identify social service work skills and knowledge gained. Evidence of reflection, self awareness and professional analysis is expected.

Student Comments on Goal Progress:

Goal Area #2: Demonstrates sound and effective interpersonal skills

Expected student outcomes:

- Receptive to learning and integrates feedback/knowledge
- Effective use of supervision
- Working relationships adhere to and reflect the professional Code of Ethics, agency guidelines and Sault College Code of Conduct
- Functions effectively as a member of a team, establishes and sustains working relationships with staff, management, and external community partners
- Demonstrates initiative, openness and commitment to personal and professional learning and growth
- Demonstrates professional work skills (attendance, punctuality, completes tasks, problem-solves, reliable, dependable)

Expected learning tasks/activities:

- Determine and abide by organization norms/rules regarding attendance, punctuality, professional behavioural expectations
- Review, sign and adhere to confidentiality policies and procedures
- Use supervision to focus on identified learning needs, integrate and respond to feedback appropriately
- Meet assigned tasks/organizational activities/obligations in a timely way
- Schedule regular supervision and be prepared for supervision with a copy of learning contract and activity logs
- Actively introduce self to staff and take initiative in assisting with the work of organization/team
- Fieldwork setting specific tasks/activities: (state what student will do)**

Student Comments on Goal Progress:

Goal Area #3: Demonstrates ability to form professional helping relationships, which adhere to legal, ethical and agency standards.

Expected student outcomes:

- Observe, build and sustain helping relationships as appropriate
- Use helping skills such as active listening, clarifying, paraphrasing, empathy, engagement
- Demonstrates belief in the dignity and potential of client/consumers and upholds clients rights to self-determination, privacy and confidentiality
- Establishes working relationships that reflect professional code of ethics, standards of practice, and fieldwork setting guidelines
- Initiates and sustains interactions, purposeful conversations with clientele where appropriate
- Demonstrates beginning skill identifying client needs, strengths and skills within the scope of SSW
- Develops effective helping and collegial relationships regardless of ethnicity, race, age, abilities, gender, social and economic status, or sexual orientation.
- Demonstrates acceptance, understanding and sensitivity about diversity issues, and demonstrates self-awareness and recognizes how own values and beliefs affect client relationships

Expected learning tasks/activities:

- Observes and initiates effective helping relationships with clients served by using social service worker relationship skills and as directed by fieldwork organization
 - Observe/Participate in a minimum of _____client interactions (individual, group, family, community)
 - Observes/assists with planning and implementing appropriate activities/interventions which promote client goals
 - Review organization client documentation requirements
 - Review and discuss OCSWSSW Code of Ethics and Standards of Practice with field supervisor. Identify questions or ethical challenges
 - Adapt interpersonal communication/helping skills to meet the developmental, cultural and unique needs of clients
 - Observes/participates in formal or informal assessments regarding client daily/social functioning
 - Observe, identify and debrief with staff/supervisor presenting needs/concerns & strengths of clients served
 - Read/Review 1-2 articles/videos regarding needs of clientele served and/or best practice models
 - Engage in self reflection (i.e. supervision, journaling) to identify values, beliefs, attitudes and biases that may impact work with clients
 - Alter/Adapt interpersonal communication skills/helping methods to meet the developmental level and diversity of clientele served
 - Fieldwork setting specific tasks/activities: (state what student will do)**
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Student Comments on Goal Progress:

Goal Area #4: Knowledge and application of effective intervention model(s) and skills**Expected Student Outcomes:**

- Identifies the commonly used helping skills, intervention models/methods pertinent to setting
- Observes and participates in delivery services/effective plans of action to address client needs & goals within the guidelines of the fieldwork organization
- Observes/applies appropriate techniques and methods to achieve client outcomes
- Identifies social work methods that address environmental challenges

Expected learning tasks/activities:

- Observes and participates as directed in interventions specific to client need/goals
 - Observes, reviews, plans, and/or co-develops intervention plans/service plans, individualized client planning process and documents as appropriate
 - Identifies appropriate methods, modalities and techniques to assist clients in meeting mutually agreed upon goals
 - Actively participates in debriefing with staff regarding client contact to further develop social service work skills, knowledge and intervention strategies
 - Shows evidence of ability to form helping relationships
 - Reads/reviews and integrates a minimum of 1-2 videos/articles regarding social work intervention approaches pertinent to client population
 - Fieldwork setting specific tasks/activities: (state what student will do)**
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Student Comments on Goal Progress:

Goal Area #5: Committed to professional SSW development. Conveys professional values, ethics and attitude.

Expected Student Outcomes:

- Demonstrates self awareness and self-assessment skills, and ability to integrate feedback and adjust performance accordingly
- Consistently adheres to SSW values, ethical and professional standards
- Demonstrates professional behaviour as evidenced by respectful interactions with clients, staff and others, following organizational expectations, policies and procedures, timely completion of tasks assigned
- Demonstrates sound judgment and responsibility.
- Establishes and maintains appropriate boundaries
- Demonstrates professional work habits (time management, attendance, work completion, ability to work independently)
- Personal appearance reflects placement setting standards and professionalism

Expected learning tasks/activities:

- Actively seeks consultation/supervision
- Familiarize self with fieldwork organization expectations regarding student placement by reviewing documentation, completing orientation and discussions with supervisor/faculty
- Displays initiative in daily work, pro-actively seeks learning opportunities
- Communicate regularly with fieldwork supervisor/faculty regarding student placement role, responsibilities and tasks assigned to promote learning/professional development
- Complete fieldwork and seminar expectations professionally and in a timely manner
- Maintain weekly activity log to develop professional skills
- Participate/Contribute in decision-making/problem-solving process in a timely and effective manner

Student Comments on Goal Progress:

Goal Area #6: Communicates clearly, concisely and correctly.

Expected Student Outcomes:

- Express self clearly and concisely in written and verbal communication
- Demonstrates beginning level skill in various methods of communication (written, verbal, computer) and is familiar with fieldwork setting communication procedures.
- Able to self- identify and set goals for communication skills that require improvement
- Written reports are accurate and professional
- Documentation requirements are completed within timelines expected
- Demonstrates and initiates purposeful, respectful verbal communication and interaction with client population and staff
- Demonstrates ability to understand and respond appropriately to the use of non-verbal communication

Expected learning tasks/activities:

- Learn field placement documentation requirements and adhere to organization standards/expectations
- Familiarize self and learn communication methods & technology of organization
- Observe, note and discuss skills used by staff in their interactions with clients
- Participate as appropriate/directed in interactions with client population
- Discuss with fieldwork supervisor expected level of verbal/written communication/participation in day to day work/activities
- Schedule regular supervision to seek and receive feedback regarding quality of communication skills
- Complete all fieldwork and seminar assignments in a professional manner
- Fieldwork setting specific tasks/activities: (state what student will do)**

Student Comments on Goal Progress: