

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Fieldwork for Social Services Worker III  
**CODE NO.:** SSW210 **SEMESTER:** 4  
**PROGRAM:** Social Services Worker Program  
**AUTHORS:** Leanne Murray, MSW, RSW  
Judi Gough, MSW, RSW  
**DATE:** Jan/2009 **PREVIOUS OUTLINE DATED:** Jan/2008  
**APPROVED:** "Angelique Lemay"

---

**CHAIR, COMMUNITY SERVICES**

---

**DATE**

**TOTAL CREDITS:** 24  
**PREREQUISITE(S):** SSW200 & SSW202  
**COREQUISITE(S):** SSW214  
**HOURS/WEEK:** 21 hours per week for full semester

**Copyright © 2009 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 the Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

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

**"Fieldwork Supervisor"**

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

## **I. COURSE DESCRIPTION:**

This course is the practicum for the Social Services Worker Program. Students will be placed in a community setting where, under supervision; they will carry out social service work duties as defined by the student, the agency supervisor and the program faculty. The goal of fieldwork is to provide the students the opportunity to apply the knowledge, skills and values needed to carry out the role of Social Service Worker.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Demonstrate sound and effective interpersonal skills that promote effective working and helping relationships.

### ***Potential Elements of the performance:***

- a. Establishes and sustains working relationships with consumers, staff, and external community partners.
  - b. Maintain professional boundaries with clients and colleagues
  - c. Works collaboratively to clarify SSW role and responsibilities within the setting and fulfills them in a professional manner
  - d. Functions effectively as a member of a team
  - e. Demonstrates competency in various methods of communication
2. Demonstrate the integration of social work knowledge, principles, and values from theory to practice.

### ***Potential Elements of the performance:***

- a. Develop placement-learning goals related to duties assigned and SSW standard learning goal expectations
- b. Apply agency policies and practices related to duties assigned
- c. Apply previously/currently-studied knowledge and skills to helping situations as assigned by agency
- d. Contribute to agency work-team/staff meetings
- e. Complete reports for agency, including client progress and planning reports, and others as required

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

***Potential Elements of the performance:***

- a. Establish reasonable and realistic personal and professional goals for oneself to enhance work performance
  - b. Access and utilize resources and self-care strategies to enhance personal growth
  - c. Act in accordance with ethical and professional standards
  - d. Apply organizational and time-management skills
  - e. Utilize agency supervision effectively
  - f. Evaluate own performance using College reporting formats and evaluations.
4. Identify and use professional development resources, strategies and activities that promote professional growth.

***Potential Elements of the performance:***

- a. Seek and utilize supervision/consultation as necessary and appropriate
- b. Determine current skills and knowledge
- c. Demonstrate an increased understanding and knowledge of self in relation to the helping process
- d. Apply theoretical knowledge, skills, and models of intervention to their helping relationships.
- e. Evaluate the effectiveness of their interventions and demonstrate initiative for further professional development

**III. REQUIREMENTS:**

Field Work is conducted in an individualized learning mode consistent with the SSW program vocational outcomes required. 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 as well as, responsive to placement agency circumstances.

- (a) Students are responsible to regularly review the SSW Standardized Learning Contract and engage in learning activities/tasks at fieldwork that promote professional development and skill acquisition at the graduating level. The student, the professor, and the fieldwork supervisor will strategize and develop placement work assignments, which will provide opportunities for the students to reach their objectives. These assignments are monitored and may be modified throughout the placement.
- (b) The student, the professor, and the fieldwork supervisor, throughout the placement, will monitor the student progress with learning activities. Students must maintain a record of their activities, experiences, reactions and progress through the placement. Fieldwork Activity Log must be completed and submitted bi-weekly to the fieldwork supervisor. Students submit the Fieldwork Activity Log to faculty monthly.
- (c) Students must submit documentation regarding their progress on standardized goals and learning on Friday, March 27<sup>th</sup>, 2009.
- (d) 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 professor.

- (e) Students must maintain regular communication with designated fieldwork faculty regarding their fieldwork experience, actively identify concerns/barriers and engage in effective solution/problem-solving process.
- (f) Student **must maintain the attendance requirement** in the co-requisite course, SSW202 to continue in fieldwork.
- (g) 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.
- (h) Students are required to complete a **minimum of 273 hours** of fieldwork. Students are required to attend all placement days scheduled and arrive on time.
- (i) **Expectations regarding absences:** Students who are absent due to illness or exceptional circumstances are required to contact both the fieldwork supervisor and faculty in advance when feasible and/or on the morning of their absence. An email must be forwarded within one week of day missed to the designated faculty detailing an approved plan to make-up the hours missed. Students are granted two days, which may be used for sick time if required without making up the fieldwork hours missed. A request must be made by email to the faculty for this time to be considered. When a “pattern of absences” emerges, a student will be subject to placement review, academic contracting and/or termination from the placement. When a “pattern of absences” emerges, a student will be subject to placement review, and/or termination from the placement. It is the students’ responsibility to meet the required fieldwork hours by April 30, 2009 (last day of winter semester).
- (j) 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. Students are to forward agenda to faculty one week prior to scheduled site visit.
- (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) Assignments submitted to fieldwork faculty with **5 or more spelling/grammar errors** will not be graded. Student may have one week to edit work and re-submit to the professor. This is at the professor discretion.
- (m) Students are expected to be familiar with and abide by the College’s “Student Code of Conduct” policies available at <http://www.saultcollege.ca/StudentServices/Student%20of%20Conduct.pdf>

#### IV. EVALUATION PROCESS/GRADING SYSTEM

Fieldwork is assigned an “S” or “U” grade (“S” = satisfactory completion of requirements); “U” indicates unsatisfactory completion or incompleteness of requirements or “F” (fail). Additional comments in the evaluation form will identify particular areas of strength and areas for improvement. Students must maintain a 2.0 GPA or better to continue in fieldwork. The evaluation format used is documented in the fieldwork manual.

Fieldwork evaluation involves some degree of subjectivity and the evaluation process recognizes this. Agency circumstances change and student needs change during the course of fieldwork. Accordingly, flexibility may be required and shall be regarded as a professional skill. The professor provides the consistency required for fair and accurate placement evaluation.

Students will be required to document their learning progress and provide evidence of learning activities through the fieldwork activity log and comments on standardized learning contract. Format posted on LMS and contained in the SSW Fieldwork Manual. This will be reviewed with the professor and revised accordingly. The fieldwork supervisor must sign all submissions.

There will be two formal performance evaluations – one at mid-placement and one at the end of placement. The evaluation is completed by the Fieldwork placement supervisor in conjunction with the student and faculty.

The SSW Program evaluation format (located in SSW Field Placement Manual) 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 professor then collates this information and assigns a final grade. The professor reserves the right to assign mid-term and final grade.

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 professor and the agency supervisor prior to the student’s last day of placement.

The professor in assigning the field grade will also consider punctual and regular attendance at placement and timely completion of assignments.

**Activity Logs/Monthly Time Sheets Due Dates:**

January Activity Log/Time Sheet:	Due, February 6th 2009
February Activity Log/Time Sheet:	Due, Friday, March 6th, 2009
March Activity Log/Time Sheet:	Due Friday, April 3rd, 2009
April Activity Log/Time Sheet:	Due Friday, April 24th, 2009

**Learning Contract:**

1. Students will review the learning contract completed in fall of 2008.
2. It is assumed that all of the learning goals/vocational outcomes are ongoing. For the purpose of the learning contract, students will select the unmet goal/task areas that they identified in the fall semester learning contract. Specific goals will be developed which will address these unmet goal/task areas. Any areas that the student, in consultation with their supervisor, believe cannot be met at the placement must be identified by February 6<sup>th</sup>. The identified goals areas will be submitted in seminar by February 6<sup>th</sup>. A format will be provided in class.
3. The final copy of the learning contract will be due April 3rd.

**Mid term and Final Evaluation:**

There will be a mid-term and final evaluation. A format for the midterm will be provided in class and posted on LMS. The final evaluation will be posted on LMS, and is the same form that was used in the fall semester. The midterm evaluation is due Friday, March 6<sup>th</sup>, and the final evaluation is due Friday, April 24<sup>th</sup>.

Grading System:

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:** 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 special needs (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 post-secondary 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.

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:**

*(Always keep in mind that you are a student 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.

**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 Attendance Record:**

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 initially, every two weeks and thereafter as instructed by the professor, monthly. 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: \_\_\_\_\_

**Sample: January**

Week Of	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total	Initials
Jan 8th	9 – 5 (7)	9 – 5 (7)	9 – 5 (7)					21	
Jan 15	9 – 5 (7)	9 – 5 (7)	9 – 5 (7)					21	
Jan 22	9 – 5 (7)	9 – 5 (7)	9 – 5 (7)					21	
Jan 29	9-5 (7)	9-5 (7)	9 – 5 (7)					21	
Total								84	

Total for the Month: 84 hours  
 Total Days Absent: 0  
 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 Vocational Outcome

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