

COURSE NAME: SSW295 Fieldwork Placement

Credit Value: 22
Total Course Hours: 520.5
Prerequisite Course(s): All Courses in SSW Program
Corequisite Course(s): SSW 293

COURSE DESCRIPTION

This course gives students an opportunity to practice the knowledge, skills and abilities that they have learned in the Social Service Worker program by participating in a placement in a community setting for three days per week for seven weeks and then five days per week for eight weeks. This is an experiential learning opportunity where students will apply theory to practice.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Identify needs, strengths and resources of older adults to assist them in setting goals that promote their optimal functioning, well-being, and quality of life</p> <p>1.1 Determine how the process of aging, and relevant conditions of life impact on the needs of older adults</p> <p>1.2 Participate in an assessment process to determine physical, intellectual, and emotional capabilities and environmental and social settings of an older adult</p> <p>1.3 Review assessment findings related to individual health, well-being, behaviour and functioning to determine the impact of the process of aging</p> <p>2.0 Plan, implement and evaluate services and programs in response to identified needs and goals of older adults</p> <p>2.1 Advocate for the rights of the older adult to self-determination and informed consent</p> <p>2.2 Identify relevant legislation and structure of healthcare and social service systems in Ontario and Canada that influence the provision of programs and services to older adults</p> <p>2.3 Assist in a referral process to enable older adults to participate in programs and services and to access networks and community</p> | <p>resources which meet their individual needs and goals</p> <p>2.4 Participate in the development and co-ordination of programs and services that are responsive to the needs and interests of older adults and enhance the quality of their lives</p> <p>3.0 Function effectively as a member of a multi-disciplinary and interagency team, in the development and provision of relevant services and programs for older adults</p> <p>3.1 Identify roles, responsibilities and scope of practice of multi-disciplinary team members</p> <p>3.2 Participate effectively as a team member through group interaction, leadership and team building activities</p> <p>3.3 Collaborate with individuals, families and agencies to assist older adults with access to and utilization of appropriate resources, programs and services</p> <p>3.4 Participate as a team member in case management practices using a holistic strengths-based approach</p> <p>4.0 Record information accurately and communicate effectively in oral, written and electronic formats, in adherence to privacy and freedom of information legislation</p> <p>4.1 Maintain effective paper and computer-</p> |
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- based records that are current, timely, factual, concise, organized and secure
- 4.2 Prepare and deliver effective written and oral presentations and reports, documenting information accurately
- 4.3 Participate in the review of information contained in records with the individual or their representatives, based on permission granted, and following privacy legislation
- 4.4 Utilize effective communication techniques and technologies to facilitate interaction with diverse populations
- 4.5 Protect the confidentiality of all records and other information in adherence to privacy and freedom of information legislation
- 5.0 Establish and maintain helping relationships which adhere to professional, legal and ethical standards aligned to social service work
- 5.1 Recognize the legislative framework governing social service work and take into account the implications for professional responsibility and accountability
- 5.2 Establish working relationships that adhere to professional standards, codes of ethics, relevant legislation and agency guidelines
- 5.3 Promote individual's strengths and right to self-determination when engaging in process of collaboration, consultation and advocacy
- 5.4 Establish and maintain clear and appropriate boundaries between personal and professional relationships, in accordance with professional, legal and ethical standards of practice
- 5.5 Adhere to relevant legislation and agency policies and procedures, related to the implementation of services and programs for older adults
- 5.6 Maintain privacy of individuals and confidentiality of information in accordance with professional, legal and ethical standards of practice and organizational requirements
- 6.0 Recognize diverse needs and experiences of individuals, groups, families and communities, to promote accessible and responsive programs and services
- 6.1 Determine the impact that differences in culture, race, country of origin, language, religion, abilities, cognitive status, sexual orientation, and gender may have upon the values, needs, preferences, and lifestyle of older adults
- 6.2 Increase knowledge of the diverse ethno-cultural influences on Canadian society, individuals, groups, and communities through ongoing learning
- 6.3 Respond effectively to issues relevant to the aging population when working in diverse and multicultural society
- 6.4 Examine one's own personal biases and the impact of these biases on the helping role
- 7.0 Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships
- 7.1 Seek and utilize ongoing formal and informal supervision as required
- 7.2 Solicit constructive feedback relating to one's own performance from peers, supervisors, and other professionals as appropriate
- 7.3 Employ effective self-care techniques and secure appropriate support and resources as required in order to maximize job performance
- 7.4 Utilize a number of resources and strategies to promote growth in professional knowledge, skills, and attitudes, including processes for engaging in reflective practice and critical inquiry
- 7.5 Develop awareness of self in terms of values, beliefs and experiences and determine how this impacts upon the development of professional relationships with individuals, colleagues and supervisors
- 8.0 Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination
- 8.1 Contribute to effective advocacy and change strategies that challenge systems and promote the rights of older adults
- 8.2 Identify and link with relevant community resources to facilitate referrals and assist older adults in meeting their goals
- 8.3 Identify advocacy and change efforts that

promote social justice and positively impact upon the lives of older adults in their communities

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Social Service Worker

1. develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
2. identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.
3. recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.
4. identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery.
5. advocate for appropriate access to resources to assist individuals, families, groups, and communities.
6. develop and maintain positive working relationships with colleagues, supervisors, and community partners.
7. develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships.
8. integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities.
9. work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

4 Assignments 50%
 2 Evaluations from the student and agency supervisor 50%
 Faculty will attend the placement to review the student's progress

PROGRAM SPECIFIC GRADING

This course is based on a PASS/FAIL model

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

List of required resources will be provided by Instructor.

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

3 Assignments
 Major Project to be completed in Placement Agency
 2 Evaluations from the student and agency supervisor
 Faculty will attend the placement to review the student's progress

DELIVERY MODE

2 hours per week for 7 weeks students will attend a Field Placement Class
 Students will be in their placement for 3 days per week for the first 7 weeks and then 5 days per week for the last 8 weeks

EXPERIENTIAL LEARNING

All full time programs of study at Canadore College provide students with the opportunity for experiential learning or applied research. This course provides students with an experiential learning opportunity through – Work/Field Placement.

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.