



COURSE OUTLINE

SSW0105

Prepared: Judi Gough, MSW,RSW Approved: Martha Irwin, Chair

Course Code: Title	SSW0105: FOUNDATIONS/SOCIAL SERVICE WORK FOR CICE								
Program Number: Name	1120: COMMUNITY INTEGRATN								
Department:	C.I.C.E.								
Semester/Term:	17F								
Course Description:	This course is designed to introduce students to the profession of Social Work and Social Service Work and to provide an environment to enhance students academic, field, and professional success. The fundamental goal of the course is to prepare students for Social Service Work practice by introducing the profession of Social Service Work, the guiding ethics, values and roles of the profession, and the practice frameworks (theories and models) used to create change. Students will be introduced to the theoretical knowledge and practice models required within the profession.								
Total Credits:	3								
Hours/Week:	3								
Total Hours:	45								
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>								
Course Evaluation:	Passing Grade: 50%, D								
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>calendar assignment and student success plan and reflection</td> <td>20%</td> </tr> <tr> <td>social service work theory assignment/case studiets</td> <td>30%</td> </tr> <tr> <td>tests</td> <td>50%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	calendar assignment and student success plan and reflection	20%	social service work theory assignment/case studiets	30%	tests	50%
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Books and Required Resources:

Social Work in Canada by Steven Hick & Jackie Stokes
Publisher: Thompson Edition: Fourth
ISBN: 978-1-55077-256-2
Ontario College of Social Workers and Social Service Workers website:
<http://www.ocswssw.org/>

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

1. Express understanding and knowledge of the Social Work profession and the scope of practice of the Social Service Worker

Learning Objectives 1.

- a. Describe the purpose and functions of the Social Work profession
- b. Describe and demonstrate a basic understanding of the role of the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics
- c. Demonstrate ability to locate and utilize the website and contents of the OCSWSSW
- d. Demonstrate a beginning understanding of the scope of practice and roles of a Social Service Worker

Demonstrate knowledge of Sault College learning and support resources (location, how to access, resources available)

10. Demonstrate effective writing skills required for the profession and ability to seek assistance in developing written skills, as required
11. Demonstrate effective organizational and time management strategies (i.e., use of an appointment/agenda book/electronic calendar/palm to track academic commitments, ability to meet deadlines, etc.)
12. Identify and utilize stress management and personal success strategies
13. Demonstrate ability to learn and use technology as required by the program and profession (i.e., computer (internet, D2L, email, word processing, etc.), photocopy machine, etc.)
14. Identify, describe and compare key theories, models and perspectives used in the Social



COURSE OUTLINE

SSW0105

3

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- Service Work profession (i.e. Anti-oppressive, structural, generalist, strengths-based, aboriginal, feminist)
15. Demonstrate understanding of the basic concepts of power, values, social justice, oppression, equality and diversity from an anti-oppressive social work stance
 16. Demonstrate understanding of how to apply theories/models with an evidence-based approach
 17. Describe generalist practice principles and demonstrate understanding of the levels of generalist practice: micro, mezzo and macro
 18. Show beginning level critical thinking skills regarding theories studied
 19. - Demonstrate effective interpersonal, team work and collaborative learning skills in class
 - Demonstrate reliability as required in a team approach
 - Demonstrate ability to constructively and clearly communicate with team members
 - Demonstrate ability to problem-solve and proactively address differences within the team
 - Demonstrate ability to seek consultation as appropriate/required
 - Actively participate in class activities, discussions, and role-play

Course Outcome 2.

2. Engage in self-reflection and skill development that promotes understanding of the role of the Social Service Worker and is consistent with the SSW professional standards

Learning Objectives 2.

- a. Describe the basic values and ethics of the profession.
- b. Demonstrate the ability to act in accordance with SSW values/ethics and expectations of professional behaviour in the classroom
- c. Demonstrate the willingness to participate in classroom discussions and activities in order to demonstrate integration of theories studied
- d. Demonstrate abilities to understand components of respectful and non-judgmental verbal/non-verbal communication strategies and to apply in interpersonal communications

Course Outcome 3.

3. Identify and utilize learning professional skills and behaviours.

Learning Objectives 3.



COURSE OUTLINE

SSW0105

4

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- a. Demonstrate knowledge of Sault College learning and support resources (location, how to access, resources available)
- b. Demonstrate effective writing skills required for the profession and ability to seek assistance in developing written skills, as required
- c. Demonstrate effective organizational and time management strategies (i.e., use of an appointment/agenda book/electronic calendar/palm to track academic commitments, ability to meet deadlines, etc.)
- d. Identify and utilize stress management and personal success strategies
- e. Demonstrate ability to learn and use technology as required by the program and profession (i.e., computer (internet, D2L, email, word processing, etc.), photocopy machine, etc.)

Course Outcome 4.

- 4. Demonstrate ability to understand and apply key social work theories, concepts and models

Learning Objectives 4.

- a. Identify, describe and compare key theories, models and perspectives used in the Social Service Work profession (i.e. Anti-oppressive, structural, generalist, strengths-based, aboriginal, feminist)
- b. Demonstrate understanding of the basic concepts of power, values, social justice, oppression, equality and diversity from an anti-oppressive social work stance
- c. Demonstrate understanding of how to apply theories/models with an evidence-based approach
- d. Describe generalist practice principles and demonstrate understanding of the levels of generalist practice: micro, mezzo and macro
- e. Show beginning level critical thinking skills regarding theories studied

Course Outcome 5.

- 5. Demonstrate ability to successfully participate within a team approach

Learning Objectives 5.

- a. Demonstrate effective interpersonal, team work and collaborative learning skills in class
- b. Demonstrate reliability as required in a team approach
- c. Demonstrate ability to constructively and clearly communicate with team members



COURSE OUTLINE

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- d. Demonstrate ability to problem-solve and proactively address differences within the team
- e. Demonstrate ability to seek consultation as appropriate/required
- e. Actively participate in class activities, discussions, and role-play

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:



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1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.