

I. COURSE DESCRIPTION:

This course is designed to introduce CICE students to the Social Service Work focus and to provide an environment to enhance student's academic, field, and professional success. The fundamental goal of the course is to prepare students for the Social Service Work focus by introducing the profession of Social Service Work, the guiding values and principles of the profession, and the practice frameworks used to effect change. Students will be introduced to the basic knowledge and skills required within the profession. In addition, the course will assist students to understand and maximize possible future field placement training opportunities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1. Express knowledge of the Social Service Work Profession

Potential Elements of the Performance:

- Describe the basic purpose and functions of the Social Service Work (SSW) profession
- List the basic values and ethical considerations of the SSW profession
- Describe and compare key theories, models and perspectives used in the Social Service Work profession
- Describe the stages of change
- Demonstrate a beginning understanding of the scope and range of SSW practice

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

Potential Elements of the Performance:

- Demonstrate knowledge of College learning and support resources (location, how to access)
- Demonstrate effective writing skills required for the profession
- Demonstrate effective organizational and time management strategies(i.e., use of an appointment/agenda book/electronic calendar/palm to track academic commitments)
- Identify stress management and personal success strategies
- Demonstrate comfort and ability with technology (computer, internet, photocopy, email etc.)

3. Utilize effective interpersonal and helping skills as related to the role of a SSW.

Potential Elements of the Performance:

- Demonstrate effective team work, problem-solving, and collaborative learning skills in class
- Actively participate in class activities, discussions, and role-play situations
- Describe how self-understanding and self awareness relate to professional development and practice
- Assess, reflect and act upon constructive feedback from others
- Describe the basic elements of the helping relationship
- Understand and use basic interviewing skills
- Plan and present (as relevant) both verbal and written reports

4. Demonstrate an understanding and readiness for Social Service Worker focus fieldwork training.

Potential Elements of the Performance:

- Read, understand and be able to discuss College and SSW policies related to placement performance, including (and not limited to) confidentiality, dual relationships, conflict-of-interest, health & safety, boundaries (personal, ethical/professional/ legal), and vicarious liability
- Identify common concerns of beginning helpers (diversity issues, dealing with self doubts, personal safety)
- Explain and describe the CICE student SSW focus role with respect to fieldwork
- Recognize the Ontario College of Social Workers and Social Service workers standards of practice and Code of Ethics
- Understand the context of an agency setting for the role of a SSW
- Explain how to use supervision effectively
- Demonstrate punctuality, attendance and professionalism

III. TOPICS:

- Succeeding in the Sault College SSW program. Introduction and overview of program.
- The scope and nature of SSW-related services and the profession
- Overview of the professional domain, history of the profession of social work, values and ethical base of the profession, and roles and functions of social service work

- The generalist perspective, strengths-based and empowerment philosophy emphasized within the program and profession
- Making the most of Field Placement.
 - Discussion of myths, expectations, roles, supervision, assertiveness and communication skills.
 - Conflict resolution.
 - Legal and ethical considerations
 - Understanding an agency setting
 - Review of field placement manual
- Three fields of direct practice: individuals, groups and communities
- Self and professional awareness and development

IV. METHODOLOGY:

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

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Saleebey, Dennis (2006). *The strengths perspective in social work practice*.
TO: Pearson Publishing.

Note: students are strongly encouraged to retain this text, as it will be used in a number of other SSW courses in the program throughout the two years.

Required readings as assigned and distributed in the additional reading package.

Haig, J., Raikes, G. & Sutherland, V. (2003). *Cites and Sources*. TO: Thomson-Nelson.

- A copy of the Sault College of Applied Arts & Technology, SSW Field Placement Manual will be distributed by the Professor later in the course, and must be retained for use in all four semesters of the SSW program. Other resources may be required as determined by the Professor throughout the course.

STUDENT RESOURCES

- A History of Social Work: On-line materials:
<http://www.socialpolicy.ca/cush>
- Ontario College of Social Workers and Social Service Workers:
<http://www.ocswssw.org/>
- Student Code of conduct:
<http://www.saultcollege.ca/StudentServices/Student%20Code%20of%20Conduct.pdf>

Appeals process:

<http://www.saultcollege.ca/StudentServices/AppealsProcessFall2005.pdf>

VI. EVALUATION PROCESS/GRADING SYSTEM:

1. Mid-term test (25%)	October 17th
2. Self-reflection paper & success plan (20%)	Due: October 31
3. In-class assignments/activities (20%)	Ongoing
4. Participation & Professional Development (10%)	Ongoing
5. Final exam (25%)	December 12

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.

The SSW 105 course requires a minimum of 60% to be successful in this course. Grades below this will be considered a failure of the course.

VII. PARTICIPATION AND ATTENDANCE:

1. Regular attendance and participation is expected: attendance and participation are two separate entities. Students are encouraged to email or call the Professor to advise of their absence using judi.gough@saultcollege.ca. Students are expected to demonstrate professionalism within the classroom setting and to actively participate and contribute in class and demonstrate respect for others. See 'CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES' for details on expectations regarding participation. **Students may be asked to repeat the class if less than 60% of classes are attended.** The Professor reserves the right to ask for verification of absence. Class attendance will be reflected in the participation and attendance marks.

VIII. COURSE POLICIES:

1. All attempts are made by the Professor to start and end classes on time. Students who arrive late for class may not be permitted entry, and those who chronically arrive late will be asked to meet with the Professor and possibly the Dean. Marks will be deducted for chronic lateness and will be reflected in the class participation mark.

2. Punctual completion of assignments is required. All assignments are provided with due dates well in advance, and are due at the beginning of class on the designated due date. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (including weekends). Late assignments will not be accepted after one week following the due date unless the student has arranged an extension with the professor ahead of time. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Any requests for assignment extensions must be done in writing through email. Include in the request the assignment that you are referring to, the reason for the extension request, and the time required. Ensure that you receive an email in return confirming receipt of the request. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. The email address to be used is judi.gough@saultcollege.ca . It is the student's responsibility to keep a copy of the email and the response.
3. Email submission of assignments: In circumstances where the student is unable, **for substantial reason**, to attend class when an assignment is due, the student may email the professor to inform them of this, and request permission to submit the assignment by email. The date that the assignment is received will be considered by the Professor as the submission date. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. The email address to be used is judi.gough@saultcollege.ca. It is the student's responsibility to keep a copy of the email and the response. A hard copy of the assignment must be submitted for marking at a mutually agreed upon date (the email copy will not be marked).
4. Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of an assignment they must email the professor and request an appointment to discuss their concerns. To prepare for the meeting, students are expected to come prepared by taking the time to thoroughly read the feedback provided by the professor, and will be prepared to discuss their specific questions and/or comments. The email address to be used is judi.gough@saultcollege.ca. A student has the right to appeal the final grade of a course, and should refer to the *Appeals Process* for further details.

5. All assignments must be typed and referenced according to APA format unless otherwise stated by the professor.
6. Students must follow established and agreed upon classroom conduct. Students are expected to model, in the classroom, professional behaviour that will be expected in Field Placement experiences, and in the profession.
7. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time. Under no circumstances should cell phones be used in class for text messaging. Laptop computers may be used for class related notes or materials only. Students may be requested to leave phones and laptops out of class if a pattern of misuse develops.
8. 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.
9. Beverages/food are allowed in class on the condition that students dispose of garbage, and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.
10. Exams, tests, quizzes: Students who miss the exam/test/quiz/in-class graded exercise will be given a zero for that evaluation method. The professor reserves the right to determine if a student who has missed a test/quiz/in-class assignment will be allowed to make other arrangements for writing the missed exam/test/quiz. Exams cannot be re-written to receive a higher grade.
11. Where special needs students require accommodations/extensions regarding assignments, course expectations or testing, it is understood that the student will proactively discuss, communicate and negotiate with the professor. Student is encouraged to the special needs office to assist in this process as needed.

IX. SPECIAL NOTES:

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is strongly recommended, and the responsibility of the student, to retain all course outlines for possible future use in acquiring transfers or 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.

Academic Integrity:

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 learners and the availability of resources.

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

X. 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.

XI. 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.

EVALUATION METHODS

(I) Self Reflection Paper & Success Plan:

Students will be expected to complete a report (minimum of three (3) pages, double spaced, 12 font) that will examine the following:

1. Discuss your main reasons for wanting to focus your studies in the Social Service Work area.
2. Describe the people (role models), factors and/or situations that have influenced your thoughts/ideas of what it means to be a helper and how these have influenced you.
3. Discuss your values, beliefs and attitudes and how you believe they will influence your practice within the social service work focus.
4. Describe your personal strengths, characteristics and qualities that will prepare you for this profession.
5. Discuss current concerns/barriers or limitations that you believe may impact your practice within the social service work focus.
6. Develop a personal/professional learning plan that will address your identified needs/concerns discussed in #5 (include a minimum of 3 goals with specific strategies, outcomes, and a time frame). See the example provided below for your reference.

Goal	Strategy/Strategies	Outcomes	Time Frame
1 To improve my writing ability.	1. To use computer spell check and edit for grammar. 2. To personally edit all assignments twice. 3. To develop a partnership with another student to peer edit major assignments. 4. To visit student services to determine type of help available. 5. To use English tutorials for assistance. 6. To arrange for a tutor if necessary.	I will produce improved and more professional written documents in all classes. I will better understand the type of writing challenges that I have, and will have developed strategies to address. My marks will improve as a result of improved written work.	1 Ongoing, for each assignment 2 During the assignment and upon completion. 3 By September 29 th . 4 By October 6 th . 5 Weekly. 6 Consult with student services, English professor and class professor, following midterm report.

<p>2. To improve my ability to manage my time.</p>	<p>1. To purchase a day planner. 2. To mark all academic assignments, tests, etc., work, family and personal commitments in the planner. 3. To use the planner on a daily basis to prioritize time and commitments. 4. To build in regular time for sleep, fun and relaxation/time for family, etc. 5. To track 'lost' time by logging time for one week.</p>	<p>1. I will have a planner that I am using on a daily basis. 2. I will be more organized and productive. 3. I will have less anxiety and a better plan for completing academic assignments and being available for personal and family interests/needs. 4. I will be using my time more effectively and efficiently. 5. Assignments will be completed in a timely manner and with time to edit.</p>	<p>1. By September 11th. 2. After receiving each course outline, and ongoing. 3. Daily. 4. Weekly. 5. Weekly</p>
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<p>3. To understand my beliefs and values about (a certain issue/population)</p>	<p>1. Be able to state what my views and beliefs are by applying material learned in class to myself and using questions and writing in a journal and/or discussing with someone. 2. Understand how these beliefs developed by exploring influences in my life: family, peers and culture. 3. To identify how these beliefs might support or interfere with my ability to uphold social work values and principles through journaling and discussion and honest self-reflection.</p>	<p>1. I will have a clear understanding of what my values and beliefs about _____ are at this point in time. 2. I will have an enhanced understanding of how these developed, and be able to use this knowledge to assist others and continue with my own self-awareness. 3. I will have increased understanding of the type of impact these beliefs will have on my ability to be an effective SSW.</p>	<p>By end of the first semester.</p>
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Due Date: October 31
Value: 20%

(II) Mid-Term & Final Exam

A mid-term test and final exam will be scheduled in class by the professor. The professor will provide additional instructions.

Mid-Term Test: October 17
Value: 25%

Final Exam Date: December 12
Value: 25%

(III) In-class assignments: These will be assigned and discussed throughout the semester. Value: total of 20% for in-class activities and assignments

Class participation and professional development: Value: 10% as per following guidelines.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

ALL EXPECTATIONS MET 10 points

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Contributes in a very significant way to ongoing discussions, keeps focused
- Responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Consistently takes responsibility for asking questions/seeking clarification
- Has attended 100% of classes

MOST EXPECTATIONS MET 8 - 9 points

- Demonstrates good preparation for class, evidence that is familiar with some of the material
- Is prepared with questions and insights from course material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Consistently takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Has attended a minimum of 80 – 90% of classes

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 6- 7 points

- ❑ Demonstrates adequate preparation, knows basic material
- ❑ Appears interested in most of the content of course material
- ❑ Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- ❑ Usually takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates involvement in some aspects of the course
- ❑ Demonstrates a limited level of self-understanding
- ❑ Personal and professional development as defined by behaviours listed in above categories is not evident
- ❑ Occasionally disruptive or inattentive: (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ Has attended less than 80 % of classes

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-5 points

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language has given the impression of disinterest in content of class
- ❑ Participates usually only when called on
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- ❑ Frequently disruptive (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ Frequent absence has impacted ability to participate

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. 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.

B. 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.

C. Assignments may be modified in the following ways:

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

D. Evaluation:

Is reflective of modified learning outcomes.