SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

CICE COURSE OUTLINE

COURSE TITLE: Foundations for Social Service Fieldwork and Practice

CODE NO. : SSW105   **SEMESTER:** Fall
MODIFIED CODE: SSW0105

PROGRAM: Social Services Worker

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DATE: Sept. 2010   **PREVIOUS OUTLINE DATED:** Sept. 2009

APPROVED: "Angelique Lemay"   Sept. 10

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            CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): none

HOURS/WEEK: 3

I.   COURSE DESCRIPTION

This course is designed to introduce CICE students to the profession of Social Work and Social Service Work practice 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 Social Service Work practice by introducing the profession of Social Work, the guiding ethics, values and principles of the profession, and the practice frameworks (theories and models) used to create 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 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 understanding and knowledge of the Social Service Work Profession

    Potential Elements of the Performance:

    - Describe the basic purpose and functions of the Social Work profession
    - Describe the basic values and ethical considerations of the profession
    - Demonstrate a beginning understanding of the scope and range of SSW roles and practice
    - Describe and compare key theories, models and perspectives used in the Social Service Work profession
    - Understand the levels of generalist practice: micro, mezzo and macro
    - Describe key historical influences in the development of the profession of social work

2. Identify and utilize learning success strategies for the College SSW area of focus 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
    -   Plan and present (as relevant) both verbal and written reports

4. Demonstrate readiness for Social Service Worker area of focus fieldwork training.

    Potential Elements of the Performance:

    -   Read and understand 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 role (in SSW area of focus) with respect to fieldwork
    -   Recognize and adhere to Ontario College of Social Workers and Social Service Workers Code of Ethics and Standards of Practice
    -   Understand the context of an agency setting for the role of a SSW
    -   Demonstrate punctuality, attendance and professionalism throughout the SSW 0105 course

This course addresses the SSW vocational outcomes (#1, 2, 3, and 7) related to development of professional and ethical relationships, identification of micro, mezzo and macro level challenges and interventions, recognizing diversity and effective community responses, and strategies for developing self awareness and self care plans. Additionally, the essential skills outcomes (#1 3, 5 and 6) regarding effective communication, critical thinking, interpersonal skill development and personal management are addressed.

Students are to refer to the Course Outline posted on the portal in addition to this course outline.

III.   TOPICS:

- Guidelines for succeeding in the Sault College SSW program. Introduction and overview of program. Skills required for success in the program and field. Course and program expectations. Student support services available at the College.
- The scope and nature of SSW related services , the profession of social work, and the role of a social service worker within the profession
- Overview of the profession, values and ethical base of the profession, and roles and functions of social service workers,
- history of the profession of social work,
- Social work theories and models
- Preparing for Field Placement
- Developing a healthy professional and personal self

IV.   METHODOLOGY:

This course is designed to facilitate conversations and learning as a group, with guidance provided by SSW faculty. This class is interactive, and uses lecture, community resources, videos and class discussion to enhance learning the material in class. Attendance is critical. Significant absence will jeopardize student success in the class. **NOTE: <u>Students may be issued a failing grade or their mark will be reduced by one grade if less than 60% of classes are attended</u>.** The Professor reserves the right to ask for medical verification of absence. Class attendance and interactions will be reflected in the participation and attendance marks. Students are expected to come prepared to class to participate in discussion and review of course material. Grades assigned for professional development/participation will reflect not only attendance, but the student's knowledge of the content discussed, ability to share thoughts about the material, ability to respect viewpoints different from their own, professional behavior as outlined, and participation in class exercises.

V.   RESOURCES/TEXTS/MATERIALS:

Maclean, S. & Harrison,R. (2009). *Theory and practice: A straightforward guide for social work students.* Great Britain: Kirwin Maclean Associates Ltd.

Recommended: Haig, J.,Raikes, G. & Sutherland, V. (2010). *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: The following are additional recommended 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 and final exams (50%)
2. Written assignments (30%)
3. Participation & Professional Development/in-class activities (20%)*
    This will include some in-class marked activities that if missed due to unsubstantiated reasons, cannot be made up for marks.

Note: the SSW 0105 course requires a minimum of 60% to be successful in this course. Grades below this will be considered a failure of this course.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
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.

VII.   COURSE POLICIES:

Assignments:

- Punctual completion of assignments is required as the ability to meet deadlines is a critical employment skill. All assignments are provided with due dates well in advance, and are due <u>at the beginning of class on the designated due date</u>.

- Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the completion of an assignment through email, phone, or in person. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day, effective as of that class (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 have the option of using a 'late assignment coupon' for one assignment during the course. Refer to the coupon posted on LMS.

- **Email submission of assignments:** In circumstances where you are unable, **for substantial reason**, to attend class when an assignment is due, you may email me to advise me (if on the due date) or to request permission and to submit the assignment by email. The date that the assignment is received will be considered as the submission date. Ensure you send the assignment in .rtf format or Microsoft Office word. The student should expect a return email to confirm that their assignment has been received and could be opened. **<u>If a response is not received, you are to assume that the assignment was not received</u>**. It is your 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).

- If you have a particular concern about the grade of an assignment, request an appointment to discuss your concerns. To prepare for the meeting, take the time to thoroughly read the feedback provided, and be prepared to discuss specific questions and/or comments. You have the right to appeal the <u>final grade</u> of a course, and should refer to the *Appeals Process* for further details, available at: http://www.saultcollege.ca/Services/StudentServices/pdf/Academic%20Appeal%20Forms%202008.pdf

- Exams, tests, quizzes Exams/tests that are missed cannot be made up except in exceptional circumstances, and with prior approval of the professor. Students who miss the test/exam without making prior arrangements with the instructor will be given a zero. The professor reserves the right to determine if a student who has missed an exam/ test will be allowed to make other arrangements for writing the missed exam/test/quiz. Exams cannot be re-written to receive a higher grade.

- Students who miss in-class activities that are graded due to unsubstantiated absence cannot make those up

VII.   COURSE OUTLINE ADDENDUM:

Students are referred to the Student Portal for additional course outline materials.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

ALL EXPECTATIONS MET   18-20 marks

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Contributes in a significant way to ongoing discussions
- 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
- No inappropriate use of laptops, cellphones or other technology
- Consistently uses LMS as required for course
- Has attended at least 90% of classes

MOST EXPECTATIONS MET   16-17 marks

- 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
- Consistently uses LMS as required for course
- No inappropriate use of laptops, cell phones or other technology
- Has attended a minimum of 80 – 90% of classes

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 11- 15 marks

- 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

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

- ❑ Occasionally disruptive or inattentive: (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ LMS not regularly accessed and interferes with staying current with course communications and expectations
- ❑ Has attended less than 80 % of classes

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED   0- 10 marks

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language has given the impression of disinterest in content of class (sleeping, checking cell phones, not participating in class activities, etc.)
- ❑ 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.)
- ❑ Infrequent use of LMS which impacted remaining current with course communications and expectations
- ❑ Frequent absence has impacted ability to participate

May 10, 2010

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.