SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

CICE COURSE OUTLINE

COURSE TITLE:	Foundations for Social Service Work Practice

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

PROGRAM:	Social Service Worker
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DATE:	Sept/2016	**PREVIOUS OUTLINE DATED:**	2015

APPROVED:	"Angelique Lemay"	Sept/16
	DEAN	DATE

TOTAL CREDITS:	Three
PREREQUISITE(S):	None
HOURS/WEEK:	Three

I.   COURSE DESCRIPTION

This course is designed to introduce CICE students who are focusing their study in Social Service work, to the practice and to provide a milieu to enhance students' academic, field and professional success. The fundamental goal of the is to introduce CICE students to the professional social service work practice by teaching the values, knowledge and skills required within the helping field. In addition, the course will promote successful transition to College life and assist students to understand and maximize future placement training opportunities. The students will be supported by a Learning Specialist.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

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

    Potential Elements of the Performance:

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

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.

    Potential Elements of the Performance:

    - Demonstrate a beginning understanding of the range of SSW roles
    - Describe the basic values and ethics of the profession
    - Demonstrate the ability to act in accordance with SSW values/ethics and expectations of professional behaviour in the classroom
    - Demonstrate the willingness to participate in classroom discussions and activities in order to demonstrate integration of theories studied

- Demonstrate abilities to understand components of respectful and non-judgmental verbal/non-verbal communication strategies and to apply in interpersonal communications

3.   Identify and utilize learning professional skills and behaviours.

Potential Elements of the Performance:

-    Demonstrate knowledge of Sault College learning and support resources (location, how to access, resources available)
-    Demonstrate effective writing skills required for the profession and ability to seek assistance in developing written skills, as required
-    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.)
-    Identify and utilize stress management and personal success strategies
-    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.)

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

Potential Elements of the Performance:

-    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)
-    Demonstrate understanding of the basic concepts of power, values, social justice, oppression, equality and diversity from an anti-oppressive social work stance
-    Demonstrate understanding of how to apply theories/models with an evidence-based approach
-    Describe generalist practice principles and demonstrate understanding of the levels of generalist practice: micro, mezzo and macro
-    Show beginning level critical thinking skills regarding theories studied

5.   Demonstrate ability to successfully participate within a team approach

Potential Elements of the Performance:

- 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 situations
- Assess, reflect and act upon constructive feedback from others
- Plan and present (as relevant) both verbal and written reports

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

III.   TOPICS

- Understanding the profession of social work/social service work and the scope of practice,
- Understanding the social work/social service work profession
- Social Service Worker roles and practice and functioning at the micro, mezzo, and macro levels
- Social work theories and models of practice
- Developing a healthy professional and personal self
- Guidelines for succeeding in the profession and the SSW program

IV.   RESOURCES/TEXTS/MATERIALS: (Note: the textbook will be used in other courses in the SSW program)

Hick, S. & Stokes, J. (2016). (4th ed.) *Social Work in Canada: An introduction*.

   ON: Thompson. This text will also be used in other classes.

Ontario College of Social Workers and Social Service Workers website:
http://www.ocswssw.org/

Other resources may be assigned.

V.   EVALUATION PROCESS/GRADING SYSTEM

    1. Tests/Exams   50%
    2. Calendar Assignment   10%
    3. Student Success/Learning Plan   20%
    4. Professional Development and Participation   20%

Students must maintain a 75% attendance rate in the course.

*Classes will consist of in-class group/team participation that students are expected to participate in by being present, collaboratively working with peers, and applying reading, text and lecture material. Students who fall below the expected rate of attendance <u>will</u> have this impact their Individual and Team exercises/assignment mark. They may also be subject to academic penalty (full grade deduction) and/or failure of the course. In exceptional circumstances, students with substantiated and substantial reasons for absences beyond the attendance requirement, the student must meet with professor and be prepared to complete additional assignment to demonstrate core vocational skills related to the course outcomes.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	Grade Point <u>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.

Student Success: College Practice Statement

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

I will explain the student success strategy to students and will then request students sign a SSW Program Consent/Authorization to determine permission to release pertinent information to Student Services in order to promote and support student success and retention.

VI.   SPECIAL NOTES:

Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all, students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the SSW program policy that once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room but are welcome to join the class at the break.*

VII.   COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

Addendum:

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

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.