

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Seminar for Social Services Worker II
CODE NO. : SSW2020 **SEMESTER:** 3
PROGRAM: Social Services Worker
AUTHOR: Leanne Murray, MSW
DATE: Sept/2002 **PREVIOUS OUTLINE DATED:** Sept/2001
APPROVED:

DEAN

DATE

TOTAL CREDITS: 2
PREREQUISITE(S): SSW1120
COREQUISITE(S): SSW2000
HOURS/WEEK: 2

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For additional information, please contact Judi Maundrell, Dean
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course is designed as a co-requisite to Fieldwork. The seminar is intended to support and enhance the students learning and growth within placement settings. Within an atmosphere of trust and respect, students will have the opportunity to share experiences, resources, strengths and challenges. Toward this end, students may be required to relate certain experiences from their placement. General professional issues (e.g. legislation, intervention methods, skill development, ethics, self care) will also be reviewed and discussed. Integration of learning and knowledge from other SSW courses will be referenced.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the performance:

- a. Maintain professional boundaries with clients and colleagues
- b. Establish reasonable and realistic personal goals for oneself to enhance work performance
- c. Develop a personal self-care plan, and update it regularly
- d. Access and utilize resources and self-care strategies to enhance personal growth
- e. Act in accordance with ethical and professional standards
- f. Apply organizational and time-management skills
- g. Evaluate own performance using College reporting formats and evaluations

2. Identify and use professional development resources, strategies and activities, which promote professional growth.

Potential Elements of the performance:

- a. Seek and utilize supervision/consultation as necessary and appropriate
- b. Determine current skills and knowledge and remain receptive to feedback
- c. Identify and engage in professional growth development activities
- d. Demonstrate skill in teamwork and decision-making by actively contributing to class case discussions.

3. Communicate clearly, concisely and correctly in the written, spoken and visual format fulfills the purpose and meets the needs of audiences.

Potential Elements of the performance:

- a. Plan and organize communications according to the purpose and audiences, by completing various written and oral reports as outlined herein
- b. Produce material that conforms to the conventions of the chosen format
- c. Incorporate various presentation formats including written, oral, visual, computer-based
- d. Evaluate communications and adjust for any errors in content, structure, style and mechanics

4. Maintain effective working relationships with consumers, colleagues, peers, and supervisors.

Potential Elements of the performance:

- a. Function effectively as a member of a team
 - b. Complete tasks successfully while working within a range of settings
 - c. Demonstrate collaborative and respectful relationships with others
 - d. Participate effectively in conflict-resolution process
5. Develop and apply macro-level social service work techniques to address systemic barriers, social issues, or structural problems as they affect individuals and communities.

Potential Elements of the performance:

- a. Describe and analyze program policies and project/program development methods.
- b. Apply knowledge of program development strategies, fund raising, and grant writing.
- c. Apply knowledge of community work and advocacy models in assisting community groups in social change efforts
- c. Apply knowledge of planning strategies to the development of action plans and community needs assessments

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

In addition to the resources of the College, students will be required to obtain the following texts, available in the Campus Shop.

1. Corey, M., & Corey, C. (2003) 4th Ed. Becoming a Helper. California: Brooks/Cole Publishing Company

IV. METHODOLOGY:

The seminar is designed to facilitate participatory conversations as a group with SSW faculty. There will be some lecture, however, students will be expected to actively contribute to the learning process. Students will be encouraged to facilitate discussions to enhance their leadership and group work skills. Presentations and role-plays may be featured dependent upon the needs of the students. Supplementary materials may be provided by the professor.

* The provisions of the "Social Service Worker Program Policies" will apply at all times in this course, especially with regard to confidentiality and reporting format.

V. REQUIREMENTS:

1. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics.
2. Regular attendance and punctuality at Seminar is expected. Ninety percent of class hours per semester is the minimum requirement. The total grade will be reduced if attendance falls below 90%. Attendance is critical to promote student responsibility and professional commitment, at the graduate level, for individual and group learning, self and professional development. Also, regular attendance ensures that presentations are done before a receptive and contributing audience. Graduate level participation is expected, and one cannot participate if absent! Allowance is made here for illness and emergencies - the professor reserves the right to ask for verification of absence in any case. Excessive illness will need medical attention and should be discussed with the instructor. Grade reduction will correspond to the percentage of classes missed. If less than 60% of classes are attended, the student may be asked to repeat the course.
3. Participation in presentations, role-plays and discussion at the graduate level. This is a professional responsibility and will be considered as a display of commitment. Lack of participation will lead to grade demotion.
4. Punctual completion of various assignments and readings at graduate level. Acceptance of late assignment submissions is at the discretion of the professor. Grades for late assignments will be reduced by 1% per day (including weekends) unless substantial and substantiated reasons for late submission. All assignments must be completed in order for the student to receive a passing grade.

VI EVALUATION PROCESS/GRADING SYSTEM:**GRADING**

The final grade will be calculated according to the description of requirements. The outline below will indicate how to earn your grade: Due **dates of below will be discussed in class**

1.	Self-Care Plan	10%
2.	Placement setting report	10%
3.	Self awareness/Learning Style Assignment	10%
4.	Chapter Quizzes (2)	30%
5.	Project/Grant proposal	20%
6.	Attendance and participation	20%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VII. 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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. 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 learner and the availability of resources.

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

VIII. 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.

IX. 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.

APPENDIX - Specific Assignments - Outline**A) Self Care Plan**

Grading: The Plan is 10% of the final grade for SSW2020. Students may be requested to discuss their self-plan throughout the semester.

Purpose and Goals:

- To be able to describe a plan for self-care, following a standard format.

Requirements:

Submission of a written, typed report that describes self-care under four headings (minimum)—these are: physical, cognitive; emotional/social; spiritual. The report must be outcome-oriented—that is, it cannot be merely descriptive of past or current activity, but must:

- Set goals that are concrete, measurable and realistic;
- Describe a series of actions for reaching goals and dates by which actions should have occurred;
- Describe a means of measuring the goals.

Limitations:

- The report should be realistic to the student's circumstances, but courageous as well—simple maintenance of current behaviour is valid in some cases; searching for ways of improving will be valued in the grading of this assignment.
- All material in the student's report will be treated as confidential within the legal and ethical limitations.

Process: This project will be discussed in class and the course Professor will be available to assist the students. The course text by Baird contains valuable support material.

Due Date: Friday, September 27, 2002

B) Description of Placement Report

Grading: 10% of final grade

Guidelines for typed description of the agency/organization:

Title page

Purpose and goals of agency:

Describe mandate, mission statement, goals

Describe the types of services/programs offered

Describe the legislation governing the eligibility/delivery of services

Clientele Served

Describe the type of clientele that agency serves

Describe the individual and social needs of the clientele

Describe the intervention methods/approach used (eg. counselling, advocacy, crisis intervention, social activism, community development)

Describe the organizational structure and decision-making process

Describe authority and funding

Identify any priorities or new initiatives discussed or planned in response of client/community needs

Identify community resources/partnerships used by the agency

Identify and describe the roles of agency workers (eg. counsellor, teacher, advocate)

List the skills/competencies required to fulfill the roles

Guidelines for oral presentation in class:

Students will be expected to discuss their placement setting from a knowledgeable perspective throughout the seminar.

Due Date: To be announced in class by professor.

C. Self Awareness/Learning Style Assignment

Grading: 15% of final grade

Purpose and Goals:

To enhance student self awareness and develop an understanding of the implications of the students' strengths, temperament, style in the helping career.

Requirements:

Utilizing the Internet, students shall visit two websites and complete on-line self assessment tools. The student will analyze the results and prepare a brief (2-3 page typed report) submission to the professor including the following:

1. Introduction
2. Implications of findings for your performance as a student and member of a collaborative learning group (seminar).
3. Implications of findings for your performance as a professional social service worker.
4. Conclusion

Students are encouraged to attach a printed copy of the self assessment tool to the professor. Students must include a reference page according to APA format.

The professor will treat the assign with utmost respect, sensitivity and confidentiality in accordance with professional obligations.

Grading: 10% of final grade

Criteria for grading may include spelling, grammar, referencing in accordance with APA, student's to discuss how the findings may assist or hinder the student's performance. Student's ability to identify strategies for on-going development.

D. In-class Quizzes

Grading: Two in- class tests will be scheduled, each worth 15% of final grade.

Requirements: Professor will discuss in class

Dates of Quizzes: **Friday, October 18, 2002**
 Friday, December 13, 2002

E. Project Proposal

Grading: 20% of final grade

Purpose and Goals:

To assist students in the development of macro-level social service worker skills including grant writing, project development, and program development. Students will be introduced to a number of planning strategies in class that will assist them with this assignment.

Requirements:

Students will complete a *draft* typed proposal related to their field placement. The agency supervisor and the college professor must approve and review the suggested proposal. Students must have their field placement supervisor review and sign the project proposal prior to submitting to professor for grading.

Some examples of a proposal submission include grant applications, new service initiative, needs assessment, group proposal, specialized funding requests, etc.

In circumstances in which the agency has a preferred or required format, the student is expected to discuss with the professor and obtain advanced approval.

Completed draft proposal must be submitted to both the agency and college fieldwork supervisors in required proposal-writing format. Additional instructions will be provided in class by the professor.

In Seminar III, students will be expected to revise and refine their draft proposal. Thus, students are expected to maintain a copy of submitted project proposal and the feedback provided by the agency supervisor and professor.

Due Date:

Students must submit a letter of intent by **Friday, October 25, 2002**. The letter shall outline the following:

- A statement of intent (the proposal topic)
- Brief explanation of why the proposal is worth pursuing
- Agency/Field work approval

Letter must be typed and formatted in proper letter writing style.

Draft proposal due **Friday, November 22, 2002**