

CLASS DATES: September 8, 13, 15, 20, 22, 27, 29, October 4, 6, 13, 18, 20, 25, 27, November 1, 3, 8, 10, 15, 17, 22, 24, 29, December 1, 6, 8, 13, 15

I. COURSE DESCRIPTION

This course is designed to introduce students to Social Service Work practice and to provide a milieu 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 field of social work, the guiding principles of the profession, and the practice frameworks utilized to effect change. Students will learn the basic knowledge and skills required within the profession. In addition, the course will promote successful transition to College life and 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 student will demonstrate the ability to:

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

Potential Elements of the Performance:

- Utilize an appointment/agenda book/electronic calendar/palm
- 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
- Identify stress management strategies
- Demonstrate comfort and ability with technology (computer, internet, fax, phone, photocopy, email etc.)

2. Express knowledge of the Social Service Worker Profession

Potential Elements of the Performance:

- Describe the basic purpose and functions of the social service work profession
- List the basic values and ethical considerations of the SSW profession
- Identify the implicit or explicit assumptions of a practice theory or model concerning how and why people change.
- Describe and compare several of the theories, models and perspectives used in the social service work profession
- Describe the phases of the planned change process
- Demonstrate a beginning understanding of the scope and range of SSW practice

3. Demonstrate knowledge about community resources and the social services system. Describe the role and function of the SSW in the community.

Potential Elements of the Performance:

- Describe how the generalist perspective is applied in social work practice.
- Identify and understand the various social service worker roles, functions and responsibilities within the social service system
- Demonstrate networking skills and knowledge of community services (both formal and informal)
- Plan, prepare and conduct a 'site visit' and report on it
- Familiarization of local social services (be conversant in the reports of classmates from their site visits)

4. Apply effective interpersonal and communication skills.

Potential Elements of the Performance:

- Demonstrate effective team work, problem-solving, and collaborative learning skills in class
- Active participation in class activities, discussions, role-play situations and field site visits
- Describe how self-understanding and self awareness relate to professional development and practice
- Assess, reflect and act upon constructive feedback from others
- Plan and present both verbal and written reports

5. Demonstrate an understanding and readiness for social service worker fieldwork training.

Potential Elements of the Performance:

- Either recite or paraphrase 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, transference/counter-transference, personal safety)
- Explain and describe the student SSW role with respect to fieldwork
- Recognize and adhere to College and Professional guidelines 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.
Learning strategies including collaborative group learning and personal learning plans.
- The scope and nature of SSW-related services and the profession. Overview of the professional domain, principles of the profession and roles and functions of social service work.
The generalist perspective and the empowerment philosophy emphasized within the program and profession.

- Making the most of Fieldwork training.
Discussion of myths, expectations, roles, supervision, assertiveness and communication skills.
Conflict resolution.
Legal and ethical considerations.
- Self and professional awareness and development

WEEK/DATE(S)	TOPIC(S)	ASSIGNED READINGS* <i>*Other readings may be assigned throughout the course</i>	ASSIGNMENTS/ EXERCISES
1: Week of September 8	Introductions, review of syllabus		Mark in daybooks important dates.
2: September 13-15	Overview and history of the profession of social work. Fields of Practice. Critical thinking skills	Chapter 1	In-class group sharing.
3. September 20, 22	SSW defined: are the helping professions for you? Values and ethics within the profession. Developing a professional self.	Chapter 2	Agency visit Part A due
4. September 27, 29	Social work knowledge and skills base.	Chapter 3	
5. October 4-6	Roles and functions of social service workers. Guiding Principles for social service workers	Chapter 4 and to page 71 in Chapter 5.	
6. October 11: Thanksgiving, 13 th	Selected Practice Perspectives	Chapter 5, pages 82-95	
7. October 18, 20 th	Selected Practice Perspectives	Supplementary materials	October 20: mid-term test
8. October 25, 27	Basic communication and helping skills. Basic interviewing skills.	Chapter 8.	
9 & 10. November 1, 3, 8, 10	Preparing for fieldwork. Basic Skills for Agency Practice. Principles that guide practice activities. Roles, functions, Responsibilities, of student, supervisor, faculty related to field.	pages 72-80 of Chapter 5 Chapter 9 Field Manual	November 3: self-reflection paper due November 10: Agency Assignment: Part B, due
11. November 15, 17	Effective use of supervision. Learning about the social service system in Algoma		Student presentations

12. November 22,24	Learning about the social service system in Algoma		Student presentations
13. November 29, 14. December 1	Learning about the social service system in Algoma		Student presentations
15. December 6,8	Learning about the social service system in Algoma		Student presentations
16. December 13,15	Exam preparation and study tips		Final Exam in class December 15th

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Each student must purchase a copy of the following, and bring to all classes:

- A daily planner/schedule book/agenda --- various types are available, but it must have space for daily entry.
- Sheafor, B. & Horejsi, C. (2003) 6th Ed. *Techniques and Guidelines for Social Work Practice*. Toronto: Pearson Education Inc.
- Sault College of Applied Arts & Technology, *SSW Field placement Manual*

V. EVALUATION PROCESS/GRADING SYSTEM

1. Community/Social Service Agency Site Visit Report (25%)
2. Self-reflection/awareness paper & Learning Plan (15%)
3. Mid-term Exam (20%)
4. Participation & Attendance (10%)
5. Final Exam (30%)

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%	
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.

VI. 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 703 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 post-secondary 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.

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.

Course Policies:

1. Regular attendance and punctuality is expected. **Ninety percent of class hours per semester are the minimum requirement.** Grade will be reduced if attendance falls below 90% by 1% per class hour missed. Students may be asked to repeat the class if less than 60% of classes are attended. Professor reserves the right to ask for verification of absence.
2. Due to the nature of some discussions, students who arrive late for class may not be permitted entry.
3. Punctual completion of assignments is required. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (including weekends).
4. All submissions must be typed and referenced according to APA format unless otherwise stated by the professor.
5. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom professional behaviour.
6. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
7. 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 (to be described in class).

VII. 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.

VIII. 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.

Assignments:**(1) Site Visit Plan Assignment: 20%**

** We will discuss in class student preferences for site visits, and plan accordingly, so that we have a variety of agencies to visit. This assignment will be completed in teams of two students.*

(Part A) Students are expected to submit a pre-site visit plan to the professor. This plan must include the following:

1. Name of agency planning to visit
2. Name and position of agency contact person (who student plans to interview)
3. Address and phone number of agency
4. Date and time of interview
5. A list of at least 10 questions the student plans to ask the professional

Due Date: September 22

Grade: 5% (of assignment grade)

(Part B) Community/Social Service Agency Site Visit Report

Students are to submit a **typed** report summarizing their findings from the community/social service agency site visit. Students are encouraged to discuss the following topic areas/guidelines in their written report:

- date of visit
- location/name of agency/phone number/email number/Internet site address
- agency person(s) with whom the visit was conducted
- mandate of agency
- source of the mandate (from where do they get their authority or money – is there any governing legislation, or governing body, to whom the staff/agency is accountable?)
- nature of client population served
- field(s) of services: aged, children, substance abuse, etc.
- mission and goals of agency
- history of the service
- scope of the service (geographic; practical)
- how they evaluate their service
- professions represented on staff (not the names of staff, just their professional designations)
- nature of staff supervision and evaluation
- role of SSW (actual or perceived)
- Has agency accepted students in past? If so, what have been some of the activities?
- Internet site description
- Personal impressions
- Other requirements may be added subsequent to class discussions
- Copy of 'thank you' note **(mandatory)**

Due Date: November 10

Grade: 15% of assignment grade

(Part C) Class Presentation:

Each student will be expected to present their findings from the community visits to the class. A handout summarizing important points is expected to assist other classmates in learning about community resources and social service agencies.

Due Date: to be scheduled during November and December classes

Grade: 5% of assignment grade

(II) Self Reflection/Awareness Paper & Learning Plan:

Students will be expected to complete a *minimum* 4 pages, double spaced essay that will examine the following:

1. Discuss your main motives for wanting to become a helper (SSW).
2. Describe factors/role models that have influenced your conception of what it means to be a helper.
3. Discuss your values, beliefs and attitudes and how they will influence your social service work practice.
4. Describe your personal strengths, characteristics and qualities that prepare you well for this profession.
5. Discuss current concerns/barriers or limitations that you believe may hinder your social service work practice.
6. Develop a personal/professional-learning plan (include a minimum of 3 goals with specific strategies, outcomes, time frame) that will address your identified needs/concerns.

Students are encouraged to read Chapter 3, 5, and pages 576-580 of the text to assist them in this assignment.

Due Date: November 3, 2004

Grade: 15%

Mid-Term & Final Exam

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

Mid-Term Exam Date: October 20th, 2004

Value: 20%

Final Exam Date: December 15, 2004

Value: 30%

ASSIGNMENT SUMMARY

ASSIGNMENT	September 22	October 20	November 3	November 10	December 15	November/December
Agency Visit: (total value of 25%)	Part A due (5%)			Part B due (15%)		Presentations in November and December (5%)
Self Reflection			X (15%)			
Mid-term exam		X (20%)				
Final Exam					Final exam (30%)	
Participation					(10%)	

Participation and Attendance:

Regular attendance and punctuality is expected: attendance and participation are two separate entities. Students are expected to demonstrate professionalism within the classroom setting and to actively participate and contribute in class and demonstrate respect for others. See attendance requirements as detailed above. See 'CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES' below for details on expectations regarding participation.

Grade: 10%

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**ALL EXPECTATIONS MET 10 points**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Analyzes and applies readings to other course material and personal/professional experience
- Contributes in a very significant way to ongoing discussions, keeps analysis 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

MOST EXPECTATIONS MET 8 - 10 points

- ❑ Demonstrates good preparation for class, knows 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
- ❑ 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

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 6-8 points

- ❑ Demonstrates adequate preparation, knows basic material
- ❑ Appears interested in 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 low level of self-understanding and may lack commitment to personal and professional development
- ❑ Occasionally disruptive, (involved in side discussions and reading other material during class etc.)

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
- ❑ Is disruptive (frequent side discussions, reading other materials during class, etc.)