

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Seminar for Social Service Worker II
CODE NO. : SSW202 **SEMESTER:** 3
PROGRAM: Social Services Worker
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DATE: Sept/2004 **PREVIOUS OUTLINE DATED:** Sept/2003

APPROVED:

DEAN

DATE

TOTAL CREDITS: 2
PREREQUISITE(S): SSW112 & SSW110
CO REQUISITE(S): SSW200
HOURS/WEEK: 2

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CLASS DATES: Fridays, September 10, 17, 24, October 1, 8, 15, 22, 29, November 5, 12, 19, 26, December 3, 10, 17.

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. ethics, self care, social work methodologies, and legislation) 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 demonstrating integration of social work theory and practice.

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. Use appropriate relationship-building techniques
 - e. Utilize major helping systems in referral, advocacy and intervention planning
5. Develop and apply micro, mezzo and 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. Identify major presenting issues of service consumers and/or community groups utilizing a holistic understanding
- b. Apply a variety of intervention strategies as appropriate
- c. Apply knowledge of program development strategies, fund raising, and grant writing.
- d. Apply knowledge of community work and advocacy models in assisting community groups in social change efforts
- e. Apply knowledge of planning strategies to the development of action plans and community needs assessments
- f. Describe and analyze program policies and project/program development methods.

III. REQUIRED RESOURCES/TEXTS/MATERIALS

Students will be required to obtain the following texts, available in the Campus Shop.

1. Horejsi, C., & Garthwait, C.(2002). 2nd Ed. *The Social Work Practicum A Guide and Workbook for Students*. Toronto: Allyn and Bacon
2. Sheafor, B., & Horejsi, C. (2003). 6th Ed. *Techniques and Guidelines for Social Work Practice*. Toronto: Allyn and Bacon
3. Social Services Worker Program *Field Placement Manual*

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. The professor may provide supplementary materials.

* 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 for individual and group learning, self and professional development. Also, regular attendance ensures that presentations are done before a receptive and contributing audience. 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 and is subject to removal from field placement.
4. Participation in presentations, role-plays and discussion is required. This is a professional responsibility and will be considered as a display of commitment. Lack of participation will lead to grade demotion. Expectations regarding participation is attached and will be reviewed in class.
5. Punctual completion of various assignments and readings is required. Late submission of assignments is strongly discouraged, and acceptance of late assignments is at the discretion of the professor. Grades for late assignments will be reduced by 10% of the total worth of the assignment per day (including weekends) unless there are substantial and substantiated reasons (as determined by the professor) for late submission.

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Date	Topic	Assigned Reading: Social Work Practicum Workbook	Assigned Reading: Techniques and Guidelines for Social Work Practice text	Assignment Due Dates
September 10	Introduction, course outline review, learning contract discussion			
September 17	Understanding the function of placement			
September 24	communication, basic helping skills	Chapter 7	Chapter 8 (review)	
October 1	Agency context of practice	Chapter 8	Chapter 9	Self-care plan
October 8	Agency context of practice Safety	Chapter 6	Chapter 9	
October 15	Understanding/use of supervision	Chapter 5		Placement Setting Report
October 22	Understanding/use of supervision			
October 29	Facilitating change		Chapter 7	
November 5	Facilitating change			
November 12	Practice Frameworks		Chapter 6	
November 19	Student presentations			
November 26	Student presentations			Letter of intent re: agency project
December 3	Student presentations			
December 10/17	Student presentations			

VI CLASS SCHEDULE (* ALL SEMINARS WILL ALLOW TIME FOR QUESTIONS, DISCUSSION AND PROCESSING OF TEXT MATERIALS AND STUDENTS CONCERNS. IN ADDITION, SPECIAL TOPICS WILL BE ADDRESSED. MAKE SURE THAT YOU HAVE COMPLETED THE ASSIGNED READINGS FOR EACH CLASS.

VII 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.

1.	Self-Care Plan	Due October 1	15%
2.	Placement setting report	Due October 22	20%
3.	Practice Framework Group Presentations	As assigned	30%
4.	Project: Letter of intent	Due November 26	15%
5.	Attendance and participation	Ongoing	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%	4.00
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.

VIII. SPECIAL NOTESSpecial 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 493 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.

IX. 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.

X. 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 Assignments Outline

(I) Self Care Plan

Grading: The Plan is 15% of the final grade for SSW202. 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. This critical skill can contribute to personal well-being and professional satisfaction and abilities.

Requirements:

Submission of a typed report that describes self-care under a minimum of four headings: physical, cognitive; emotional/social; spiritual. The report must be outcome-oriented—that is, it cannot be merely descriptive of past or current activity. At least two goals per heading must be selected.

- 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.

Due Date: **October 1, 2004**

(2) Placement Setting Report

Grading: 20% 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

Cienteles Served

Describe the type of clientele that agency serves

Describe the individual and social needs of the clientele

Describe the intervention methods/approach used (e.g. 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 (e.g. counsellor, teacher, advocate)

List the skills/competencies required to fulfill the roles

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

Due Date: October 15, 2004

(3) Practice Framework Presentations

Grading: 30% of final grade. Grade assigned will be a group grade, except in exceptional circumstances or at the professor's discretion. All members of the group must show evidence of participation. Additional instructions will be discussed in class by the professor.

Purpose and Goals:

To enhance students knowledge and application of a variety of social work practice models. Through preparing well-researched group presentations, students will describe and discuss the purpose, underlying values and beliefs and application of practice frameworks (e.g. Feminist perspective, strengths-perspective, self-help model, structural model, cognitive-behavioural). The models will be assigned in class.

Requirements:

Students will be assigned to a group of a maximum of four students. Each group will be assigned a practice theory/model to research utilizing reputable, social work professional resources. Students are expected to present to the class their findings in an engaging, creative and informative manner. Students will be expected to utilize various teaching modalities (i.e. lecture, group exercises, visual aids, role plays, video). A written summary of findings and handouts is required. Details and format will be provided in class.

Due Dates: Presentations to be scheduled by professor in class.

D. Project Proposal: Letter of Intent

Grading: 15% of final grade

Due: November 26

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 begin the process of completing a 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 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.

Only the letter of intent is required for this semester. However, the letter of intent must be based on, and reflect, sound rationale for this choice of proposal.

Proposal Guidelines:

1. **Letter of Intent:** Students must submit a formal letter of intent by December 3rd . 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

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

The following is not required for the first semester, but is included here so that the student has a clear idea of what the completed proposal will include, which will be due early in the fourth semester.

Proposal must be submitted by the designated due date. Students who choose not to submit proposal on time will receive 0%. In the field, late proposal submissions are rarely accepted!!! Early submissions will be accepted.

Your proposal **should** contain the following key components. If the format you are using for your proposal differs or your agency supervisor has recommended a different format, please ensure that the professor has reviewed and approved in advance.

Key Components:

1. Cover Letter
2. Title Page
3. Table of Contents
4. Introduction/Project Overview
5. Statement of Need/Background Information
6. Project Details
 - a. Goals
 - b. Objectives
 - c. Target Group
 - d. Methods/Action Plan
 - e. Other – Staff/Administration, available resources
7. Needed Resources (i.e. personnel, facilities, supplies, etc.)
8. Budget
9. Evaluation Plan
10. Appendices (supporting documentation, i.e. letters of support, organizational chart, information on agencies, partners, important research to support need etc.)

Your submitted proposal **must** have your placement supervisor's signature and the date the proposal was reviewed. Proposals without this will not be accepted. Therefore, you need to plan in advance to have supervisor review your work!!! Do not leave this to the last minute. If you are wise, you will be submitting drafts to your supervisor and incorporating the feedback into revisions! **This is a major project, so you are encouraged to work in advance.**

The following websites offer ideas on proposal writing:

<http://www.LearnerAssociates.net>

<http://www.cpb.org/grants/grantwriting.html>

<http://views.vcu.edu/ospa/grant/ProposalCheck.htm>

Letter of Intent Due Date: November 26th

Assignments	October 1	October 15	November 12	November 26	Participation
Self-care	(15%) X				
Agency Setting		(20%) X			
Project Proposal (1) Letter of intent				(15%) X	
Presentations	AS ASSIGNED (30%)				(20%)

Expected Classroom Etiquette

Classroom behaviour parallels that which is expected in the professional setting. Classes will start on time, and your prompt arrival contributes to both starting and ending on time. Cell phones disrupt our learning, so do not bring to class. Beverages are fine to bring to class, but please do not eat in class unless it is for a medical reason.

Most importantly, when anyone in the class has the floor for speaking, it is the obligation of the rest of the class to LISTEN. This is the critical skill that we learn and use in our profession, and we must model and use it in our own learning environment! We will discuss as a class how we expect this behaviour to be addressed if it is occurring.

Seminar is a mutually-constructed class. Increased participation will lead to increased learning.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

ALL EXPECTATIONS MET 20 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 15-19 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 10-14 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 0-9 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.)

ADDENDUM

SECTION V: REQUIREMENTS

Seminar Attendance

Attendance at seminar is required unless there are exceptional circumstances that prevent you from attending. These circumstances would be medical emergencies or serious illness, or other situations that might be deemed acceptable after consultation with the seminar faculty. It is the student's responsibility to inform the professor before class begins by email or by phone.

90% of class hours attended is the minimum standard, after which marks will be reduced according to the number of class hours missed. Attendance and participation is worth 20% of your final mark, as outlined in the course outline.

The professor will track attendance. If less than 90% of class hours are attended, the student will be subjected to one of the following consequences:

1. Reduction of marks (in accordance with the Participation and Professional Development Criteria detailed in the Course Outline)
2. Possible suspension or withdrawal from the course and field,
3. Development of an academic contract to address the issues
4. Failure of seminar and field placement.

As the seminar is a co-requisite with field, it is critical that students attend weekly as this directly impacts your continuation in field placement.

Approved by: **Fran Rose, Associate Dean**
School of Health and Human Services

Date: **September 24, 2004**