



## I. COURSE DESCRIPTION:

This course is designed to introduce students to 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 Service Work, the guiding values and principles of the profession, and the practice frameworks used to effect 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 student will demonstrate the ability to:

### 1. Express knowledge of the Social Service Work Profession

#### Potential Elements of the Performance:

- Describe the basic purpose and functions of the Social Service Work (SSW) profession
- List the basic values and ethical considerations of the SSW profession
- Describe and compare key theories, models and perspectives used in the Social Service Work profession
- Describe the stages of change
- Demonstrate a beginning understanding of the scope and range of SSW practice

### 2. Identify and utilize learning success strategies for the College SSW 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 strategies
- Demonstrate comfort and ability with technology (computer, internet, photocopy, email etc.)

### 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)

4. 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
- Active participation 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
- Understand and use basic interviewing skills
- Plan and present (as relevant) both verbal and written reports

5. Demonstrate an understanding and readiness for Social Service Worker fieldwork training.

Potential Elements of the Performance:

- Read, understand and be able to discuss 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 student SSW role with respect to fieldwork
- Recognize and adhere to College and Professional guidelines and Code of Ethics
- Understand the context of an agency setting for the role of a SSW
- 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.
- The scope and nature of SSW-related services and the profession
- Overview of the professional domain, history of the profession of social work, values and ethical base 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 Field Placement.
  - Discussion of myths, expectations, roles, supervision, assertiveness and communication skills.
  - Conflict resolution.
  - Legal and ethical considerations
  - Understanding an agency setting
  - Review of field placement manual
- Three fields of direct practice: individuals, groups and communities
- Self and professional awareness and development

#### IV. 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.

#### V. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

- Hick, S. (2005). *Social Work in Canada: An introduction*. Toronto: Thompson Educational Publishing, Inc. This text is also the text for SSW 121: Social Welfare: Policy and Practice.
- Haig, J., Raikes, G. & Sutherland, V. (2003). *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

online quizzes related to the text:

<http://www.thompsonbooks.com/quizzes/swc1quizzes.htm>

A History of Social Work: On-line materials: <http://www.socialpolicy.ca/cush>

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. Self-reflection/awareness paper & Learning Plan (20%)
2. Mid-term Test (25%)
3. In-class assignments/activities (20%)
4. Participation & Attendance (10%)
5. Final Exam (25%)

## VII. PARTICIPATION AND ATTENDANCE:

1. Regular attendance and participation is expected: attendance and participation are two separate entities. Students are encouraged to email or call the Professor to advise of their absence. Students are expected to demonstrate professionalism within the classroom setting and to actively participate and contribute in class and demonstrate respect for others. See 'CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES' for details on expectations regarding participation. **Students may be asked to repeat the class if less than 60% of classes are attended.** The Professor reserves the right to ask for verification of absence. Class attendance will be reflected in the participation and attendance marks.

## VIII. COURSE POLICIES:

1. All attempts are made by the Professor to start and end classes on time. Students who arrive late for class may not be permitted entry, and those who chronically arrive late will be asked to meet with the Professor. Marks will be deducted for chronic lateness and will be reflected in the class participation mark.
2. Punctual completion of assignments is required. All assignments are provided with due dates well in advance. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (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 are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Any requests for assignment extensions must be done in writing. Email is preferred. Include in the request the assignment that you are referring to, the reason for the extension request, and the time required. Ensure that you receive an email in return confirming receipt of the request. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. The email address to be used is [judi.gough@saultcollege.ca](mailto:judi.gough@saultcollege.ca)  
It is the student's responsibility to keep a copy of the email and the response.
3. Email submission of assignments: In circumstances where the student is unable, **for substantial reason**, to attend class when an assignment is due, the student may email the professor to inform them of this, and request permission to submit the assignment by email. The date that the assignment is received will be considered by the Professor as the submission date. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. The email address to be used is [judi.gough@saultcollege.ca](mailto:judi.gough@saultcollege.ca). It is the student's 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).

4. Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment they must email the professor and request an appointment to discuss their concerns. To prepare for the meeting, students are expected to come prepared by taking the time to thoroughly read the feedback provided by the professor, and will be prepared to discuss their specific questions and/or comments. The email address to be used is [judi.gough@saultcollege.ca](mailto:judi.gough@saultcollege.ca). A student has the right to appeal the final grade of a course, and should refer to the *Appeals Process* for further details.
5. All assignments must be typed and referenced according to APA format unless otherwise stated by the professor.
6. Students must follow established and agreed upon classroom conduct. Students are expected to model, in the classroom, professional behaviour that will be expected in Field Placement experiences, and in the profession.
7. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time. Under no circumstances should cell phones be used in class for text messaging.
8. 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.
9. Beverages/food are allowed in class on the condition that students dispose of garbage, and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.
10. Exams, tests, quizzes: Students who miss the exam/test/quiz/in-class graded exercise without making prior arrangements with the instructor will be given a zero for that evaluation method. The professor reserves the right to determine if a student who has missed a test/quiz/in-class assignment will be allowed to make other arrangements for writing the missed exam/test/quiz. Exams cannot be re-written to receive a higher grade.
11. Where special needs students require accommodations/extensions regarding assignments, course expectations or testing, it is understood that the student will proactively discuss, communicate and negotiate with the professor. Student is encouraged to the special needs office to assist in this process as needed.

#### **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.

**XI. 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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

**XII. 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 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is strongly recommended, and the responsibility of the student, to retain all course outlines for possible future use in acquiring transfers or advanced standing at other post-secondary institutions.

Academic Integrity:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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 learners and the availability of resources.

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

## EVALUATION METHODS

### (I) Self Reflection/Awareness Paper & Learning Plan:

Students will be expected to complete an essay (minimum of four (4) pages, double spaced, 12 font) that will examine the following:

1. Discuss your main reasons for wanting to become a Social Service Worker (helper).
2. Describe factors and role models that have influenced your thoughts/ideas of what it means to be a helper (events and people throughout your life).
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 will 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 discussed in #5.

Goal	Strategy/Strategies	Outcomes	Time Frame
1 To improve my writing ability.	<ol style="list-style-type: none"> <li>1. To use computer spell check and edit for grammar.</li> <li>2. To personally edit all assignments twice.</li> <li>3. To develop a partnership with another student to peer edit major assignments.</li> <li>4. To visit student services to determine type of help available.</li> <li>5. To use English tutorials for assistance.</li> <li>6. To arrange for a tutor if necessary.</li> </ol>	<p>I will produce improved and more professional written documents in all classes.</p> <p>I will better understand the type of writing challenges that I have, and will have developed strategies to address.</p> <p>My marks will improve as a result of improved written work.</p>	<ol style="list-style-type: none"> <li>1 Ongoing, for each assignment</li> <li>2 During the assignment and upon completion.</li> <li>3 By September 29<sup>th</sup>.</li> <li>4 By October 6<sup>th</sup>.</li> <li>5 Weekly.</li> <li>6 Consult with student services, English professor and class professor, following midterm report.</li> </ol>
2. To improve my ability to manage my time.	<ol style="list-style-type: none"> <li>1. To purchase a day planner.</li> <li>2. To mark all academic assignments, tests, etc., work, family and personal commitments in the planner.</li> <li>3. To use the planner on a daily basis to prioritize time and commitments.</li> <li>4. To build in regular time for sleep, fun and relaxation/time for family, etc.</li> <li>5. To track 'lost' time by logging time for one week.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will have a planner that I am using on a daily basis.</li> <li>2. I will be more organized and productive.</li> <li>3. I will have less anxiety and a better plan for completing academic assignments and being available for personal and family interests/needs.</li> <li>4. I will be using my time more effectively and efficiently.</li> <li>5. Assignments will be completed in a timely manner and with time to edit.</li> </ol>	<ol style="list-style-type: none"> <li>1. By September 11<sup>th</sup>.</li> <li>2. After receiving each course outline, and ongoing.</li> <li>3. Daily.</li> <li>4. Weekly.</li> <li>5. Weekly</li> </ol>

<p>3. To understand my beliefs and values about (a certain issue/population)</p>	<p>1. Be able to state what my views and beliefs are by applying material learned in class to myself and using questions and writing in a journal and/or discussing with someone. 2. Understand how these beliefs developed by exploring influences in my life: family, peers and culture. 3. To identify how these beliefs might support or interfere with my ability to uphold social work values and principles through journaling and discussion and honest self-reflection.</p>	<p>1. I will have a clear understanding of what my values and beliefs about _____ are at this point in time. 2. I will have an enhanced understanding of how these developed, and be able to use this knowledge to assist others and continue with my own self-awareness. 3. I will have increased understanding of the type of impact these beliefs will have on my ability to be an effective SSW.</p>	<p>4. By end of the first semester.</p>
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Due Date: Week of October 31st  
Grade: 20%

**(II) Mid-Term & Final Exam**

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

Mid-Term Exam:       October 11th, 2006  
Value: 25%

Final Exam Date:       December 12, 2006  
Value: 25%

(III) In-class assignments: These will be assigned and discussed throughout the semester.

**ASSIGNMENT SUMMARY**

<b>ASSIGNMENT</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
Self Reflection Paper and Learning Plan		October 31 (20%)		
Mid-term test		October 11 (25%)		
Final Exam				December 12: (25%)
In-class assignments: Value 20% total				
Participation				(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 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
- Has attended 90% or more of classes

#### **MOST EXPECTATIONS MET 8 - 9 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
- Has attended a minimum of 80 – 90% of classes

#### **SOME EXPECTATIONS MET, SOME CONCERNS NOTED 6- 7 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.)
- Has attended less than 80 % of classes

#### **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.)
- Frequent absence has impacted ability to participate

**SSW 105: Class schedule**

The following schedule is tentative, and may change based on class activities, speakers, pace at which text material is covered and applied, and other unforeseen events. However, attempts will be made to follow the schedule as outlined. Any changes to the schedule will be announced in class.

The text, *Social Work in Canada*, is shared between SSW 105 and SSW 121. The chapters covered in SSW 105: Chapter 1, pages 16-23; Chapter 3; Chapter 4; Chapter 5, Chapter 14: 334- 339, Appendices A, B, and C.

WEEK/DATE(S)	TOPIC(S)	ASSIGNED READINGS* <i>*Other readings may be assigned throughout the course</i>	ASSIGNMENTS/ HANDOUTS/ EXERCISES
Week 1: September 5/6	<ul style="list-style-type: none"> <li>- Introductions</li> <li>- review of course outline</li> </ul>		Mark in daybooks important assignment dates.
Week 2: September 12/13	<ul style="list-style-type: none"> <li>- review of text, (review questions, key terms, websites in each chapter, appendices)</li> <li>- On-line chapter review quizzes: <a href="http://www.thompsonbooks.com/quizzes/swc1quizzes.htm">http://www.thompsonbooks.com/quizzes/swc1quizzes.htm</a></li> <li>- SSW defined: what do social service workers do?</li> <li>- Defining social work</li> </ul>	Chapter 1, pages 16-23	Video
Week 3: September 19/20	<ul style="list-style-type: none"> <li>- Social work roles</li> <li>- direct/indirect approaches to practice,</li> <li>- micro, mezzo and macro levels of practice</li> </ul>	Chapter 1, pages 16-23 Chapter 4, pages 64- 69	Handout: Four Dimensional Model of Social Work
Week 4: September 26/27	<ul style="list-style-type: none"> <li>- Professional skills of time management and organization</li> <li>- Social Work Values</li> </ul>		
Week 5: October 3/4	<ul style="list-style-type: none"> <li>-Social Work Values continued and Code of Ethics</li> <li>- Empowerment</li> </ul>	Chapter 4, pages 70 - 83 Appendix B: pages 353-366 Pages 20, 21	Video: Freedom Writers
Week 6: October 10/11	Stages of Change		Mid term test: October 11

Week 7: October 17/18	History of Social Work	Chapter 3, pages 45-52	Video: Legacies of social change
Week 8: October 24/25	History of Social Work	Chapter 3, pages 52 to 60	
Week 9: October 31/November 1	Fields of Direct Practice: Social work with Individuals	Chapter 5 to page 94	Due: self reflection paper
Week 10: November 7/8	Fields of Direct Practice: Social work with Individuals (continued)	Chapter 5 to page 94	Panel of SSW's
Week 11: November 14/15	Fields of Direct Practice: Social Work with Groups	Chapter 5, pages 94 - 98	
Week 12: November 21/22	Fields of Direct Practice: Social Work with Communities	Chapter 5, pages 99 - 104	Video: Orphan Trains
Week 13: November 28/29	Preparing for fieldwork. - Basic Skills for Agency Practice, Review of field placement manual, Roles, functions, responsibilities, of student, supervisor, faculty related to field		
Week 14: December 5/6	Effective use of supervision and placement experience Learning about the social service system in Algoma		
Week 15: December 12/13			<b>Final exam: December 12</b>