SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Seminar III

CODE NO. : SSW2140   **SEMESTER:** 4

PROGRAM: Social Service Worker

AUTHOR: Leanne Murray, MSW, RSW

DATE: Jan/2003   **PREVIOUS OUTLINE DATED:** Jan/02

APPROVED:

_____   _____
                             DEAN   **DATE**

TOTAL CREDITS:

PREREQUISITE(S): SSW2020

COREQUISITE(S): SSW2100

HOURS/WEEK: 2

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, stages of helping, skill development, ethics, self care) will also be reviewed and discussed. Integration of learning and knowledge from other SSW courses will be referenced. Professional development and preparation for graduation will be integrated in the seminar class.

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.   Maintain and utilize self-care plan
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.   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
c.   Evaluate communications and adjust for any errors in content, structure, style and mechanics

3.   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

4.   Develop and apply community work techniques to address systemic barriers, social issues, or structural problems as they affect individuals and communities.

Potential Elements of the performance:
a.   Complete one "project proposal" which obtains approval of placement site supervisor and College SSW faculty
b.   Apply knowledge of community work models in assisting community groups in social change efforts
c.   Apply knowledge of planning strategies to the development of action plans, community needs assessments or funding proposals

5.   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
c.   Identify and engage in professional growth development activities
d.   Demonstrate skill in teamwork and decision-making by actively contributing to class case discussions.

III.   REQUIRED RESOURCES/TEXTS/MATERIALS:

In addition to the resources of the College, students will be required to obtain the following text:

1.   Corey, M., & Corey, G. (2003). 4th Ed. <u>Becoming A Helper.</u> Scarborough: Nelson Thompson Learning

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. Guest speakers, demonstrations, videos and role-plays may be featured dependent upon the needs of the students.

* 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 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.   The instructor will determine the grading for this section. **Late assignments will not be accepted/graded unless student can demonstrate substantial reasons.**

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:

1.   Project proposal   10%
2..   Social Policy Report   15%

3. Placement incident report		15%
4. Documentation assignment		15%.
5. SSW Professional Identity Assignment		15%
6. In-class Presentation		10%
7. Attendance and participation		20%

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

Grade	Definition	Grade Point Equivalent
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 *Policies & Procedures Manual – Deferred Grades and Make-up*).	
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) **Project Proposal –**

Students will complete revisions and submit a **final** project proposal related to their field placement. The agency supervisor and the college professor prior to implementation must approve the proposal. Project description (written) must include the following:

1. Introduction
2. Background and Rationale (including when pertinent literature review)
3. Objectives & Methods
4. Resources Needed
5. Results/Summary
6. Budget
7. Evaluation/Future Implications
8. Cover Letter
9. Appendixes (may include letters of support, reference/literature review)

Some examples of a special project may include seeking grants, new service initiative, needs assessment, etc. In circumstances in which the agency has a preferred or required format the above outline can be negotiated with the professor.

Proposal to be submitted to both the agency and college fieldwork supervisors in proper proposal-writing format. Students must have on-site placement supervisor provide written feedback and signature. Additional instructions will be provided in class by the professor.

Due Date: February 8, 2002

C) Learning Contract

Students will update and develop a learning contract with performance objectives. This will be reviewed and signed by the professor and on-site placement supervisor. Grading criteria will be based on the student's ability to set realistic and attainable professional and personal goals, performance objectives and methods and indicators of goal attainment.

Due Date: January 18, 2002

D) Social Policy Report

Students will identify one social policy that has a significant impact on the operation of their placement setting and/or clients/consumers served by the agency. Then, in relation to that specific policy, answer the following questions: (Submissions must be typed with APA style referencing)
- What is the official name of the social policy being studied?
- Where specifically can a copy of the policy be located? (website)

- When was the social policy enacted or established?
- What programs/services are commonly associated with this policy?
- What conditions, problems, needs does this social policy address?(e.g. crime, poverty, housing, disability, child care, child abuse)
- What are the overall goals of this social policy?
- Does this social policy apply to all people in society or to only a segment of society? If only certain people, which ones?
- If this policy creates certain benefits or services, what are the criteria for eligibility? Why do some people receive benefits, services, or protection while others do not?
- What underlying values, beliefs, or assumptions about people and their needs or problems are reflected in this policy?
- Who benefits from this social policy?
- Who loses or is placed at a disadvantage as a result of this social policy?
- Is this social policy doing what it was supposed to do? If not, why not?
- In what ways could this social policy be changed to better address the needs and concerns of those it is designed to assist (e.g. close gaps in services, coordinate, funding, etc)
- Does this social policy conflict in any way with your values, beliefs or norms? Is it consistent with the social services worker values?

Due Date: March 8, 2002

F) SSW Identity Report

Students will submit a written essay summarizing their experience within the Social Services Worker Program. Submissions must demonstrate the students understanding and knowledge the social service worker profession. Students will share what it means to be a "Social Service Worker", what our discipline as to offer consumers/society, and what your unique qualities are as a social service worker.

Due Date: April 19, 2002