

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 their placement setting. Within an atmosphere of trust and respect, students will have the opportunity to share experiences, resources, strengths and challenges. Toward this end, students will be required to share their experiences from their placement site. General professional issues (e.g., self-care, social service work methods, values, ethics, legislation, policies) will also be reviewed and discussed. Integration of learning and knowledge from other SSW courses will be referenced.

As the class is structured as a seminar, students are expected to participate fully in all class activities. Emphasis on how each student contributes to their own, and others learning, is integrated throughout the seminar.

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 self-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 monitor its effectiveness
 - 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 development activities
 - d. Demonstrate skill in teamwork and decision-making by actively contributing to class case discussions and group activities
3. Communicate clearly, concisely and correctly in the written, spoken and visual format to meet assignment criteria, and 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, faculty, 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 client populations and/or community groups utilizing a holistic understanding of social issues
- b. Apply a variety of intervention strategies as appropriate
- c. Demonstrate familiarity with funding sources and grant/proposal development processes.
- d. Demonstrate familiarity with placement agency processes for planning, funding, and delivering agency services.
- e. Demonstrate familiarity with community processes for planning, funding and delivering social services/programs.

III. REQUIRED RESOURCES/TEXTS/MATERIALS

Students will be required to obtain the following resources:

1. Sweitzer, H.F. & King, M. (2004) *The Successful Internship: Transformation and Empowerment in Experiential Learning*. CA: Brooks/Cole. (for reference)
2. Social Services Worker Program *Field Placement Manual* (previously distributed in class)

IV. METHODOLOGY

The seminar is designed to facilitate conversations as a student group, with the SSW faculty. There will be some lecture, however, students will be expected to actively contribute to the learning process in this course. Students will be encouraged to facilitate discussions to enhance their leadership, and group work skills. 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. Attendance is critical to promote student responsibility and professional commitment for individual and group learning, self and professional development. Regular attendance also ensures that presentations are done before a receptive and contributing audience. Allowance is made 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. Attendance and participation is worth 20% of the final mark, as outlined in the course outline.

If less than 90% of class hours are attended, the consequences will be one or more of the following:

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 attendance issues
 4. Failure of seminar and field placement.
3. 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. The expectations regarding participation is attached and will be reviewed in class.
 4. 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. Assignments will not be accepted after five days following the due date.

VI EVALUATION PROCESS/GRADING SYSTEM

GRADING

The final grade will be calculated according to the description of requirements of each assignment, and within the participation/professional development mark. Expectations of all assignments will reflect the faculty's expectations that the student possess the attitudes, knowledge, and skills of a graduating Social Service Worker student. The outline below will indicate how the grades are earned.

1.	Journals	weekly (beginning January 20)	15%
2.	Proposal	March 24	25%
3.	Resume/cover letter	April 7	20%
4.	Learning Contract	January 27th	20%
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.

Assignments

1. Journals

Grading: One mark per journal submitted, for a total of fifteen marks. (15%)

Purpose: To provide an opportunity for

- ongoing reflection on field placement learning
- a written recording of activities, thoughts and feelings about placement for discussion between the student, placement supervisor and/or seminar faculty
- to provide an opportunity to identify and record what skills are linked to placement activities

Requirements:

Students will be given one mark each for a total of fifteen completed journals. Journals are expected to be completed with thought and reflection, submitted regularly (beginning January 20th) and to be signed by the supervisor. A full mark may not be given if there is no evidence of insight or reflection. No marks will be given if the journal is not submitted on time, or is not signed.

2. Learning Contract:

Due Date: January 27, 2005

Purpose:

- To provide the means to set personal and professional learning goals that can be documented, monitored, and evaluated by the student, field placement supervisor, and faculty
- Refer to guidelines in the Field Placement Manual and SSW210 Course Outline

Requirements:

Students are expected to complete their learning contract using the format provided in the last semester. Each goal area from last semester should be reviewed, with a minimum of 3 and up to five strategies developed in relation to the following:

- Goal areas that were not attempted last semester
- Strategies that were rated at '2' or lower with the aim of improving that skill

Refer to the Final evaluation and the goals that are listed within each of the nine stated goal areas to ensure that your strategies will meet the expectations of that goal.

Grading:

The learning contract will be worth 20% of the final mark. It must be completed with target dates and clear, measurable, realistic strategies. The field placement supervisor must be consulted in the learning contract development process, as the goals and strategies are developed to ensure they meet the student's learning needs and can be realistically achieved at the placement site. Five marks will be deducted if submitted without a signature, and if not submitted within one week, the student will be suspended from placement until completed. Students will then be required to make up the hours missed. The learning contract may be required to be rewritten if incomplete or if goals and strategies are not compatible with the student's learning needs or the placement setting. No extra marks will be given for the rewritten contract.

3. Proposal

Grading: 25%

Due Date: March 24th

Purpose:

- To provide students with the opportunity to research potential funding sources for social service related proposals
- To provide students with the opportunity to develop proposal planning, development and writing skills

Requirements:

Students must complete a proposal that meets the stated goals and needs as outlined in the proposal letter that was submitted the first semester. If there are any changes, these need to be discussed with the College faculty to ensure they will not impact on the academic requirements of the assignment. The proposal guidelines that will be submitted in class must be adhered to. Where an agency/proposal that is being submitted must follow another format (i.e., where a particular funder has its own proposal submission form), the student must ensure that the academic requirements of the assignment are met in addition to this form. This will be further discussed in class when the assignment is reviewed. If there are further questions, it is the student's responsibility to seek out clarification prior to the submission of the assignment. This should be an assignment that is ongoing, and where ample time is given for your supervisor to review, edit, provide feedback, and for you to be able to make changes accordingly.

Proposal guidelines and grading outline to be distributed in class.

4. Resume/cover letter:

Grading: The resume and cover letter will be worth 20% of the final mark.

Due Date: April 7th, beginning of class

Purpose:

- To provide an opportunity to have students complete an updated resume that is oriented towards seeking employment in the social service sector.
- To ensure students are familiar with and proficient at completing professional cover letters to accompany employment applications

Requirements:

Students will be provided with in-class information on different resume formats and how to develop a resume that best represents their skills, abilities, and job search interests. For the purpose of this assignment, students will be expected to use an assigned format. Students will also be required to complete a cover letter to accompany the resume, based on a position that they have researched and will use as a potential employer, for the purpose of this assignment. The student can use any of the employment seeking resources to get this information (websites, newspapers, etc.) Further discussion will occur in class.

5. Attendance and participation

Grading: 20%

Due Date: Ongoing

Students are expected to come to class fully prepared to discuss their learning as it relates to their placement experiences. Students will be oriented to a 'case consultation' model and will be expected to use it in class to increase their case conceptualization and team consultation skills. Seminar is to be used to both report on placement experiences, and to explore and discuss professional learning, challenges and successes. Attendance and participation marks will be based both on actual attendance, and degree to which the student as voluntarily contributed to class in a meaningful way.

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 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 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 the *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 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.

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. Refer to 'Class Participation and Professional Development Guidelines' within this course outline.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**ALL EXPECTATIONS MET 18 - 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 discussion focused and respectful, and 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 excellent level of self-understanding and commitment to personal and professional development
- Present in 90% or more of scheduled seminar or seminar related activities
- All time sheets and journals submitted on time

MOST EXPECTATIONS MET 14-16 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
- Most time sheets, journals submitted on time

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 10- 13 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.)
- Poor attendance (number class hours missed: ____)
- time sheets, journals submitted irregularly

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-10 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.)
- Poor attendance (number class hours missed: ____)
- time sheets, journals submitted irregularly