

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Seminar I for Social Services Worker
CODE NO. : SSW112 **SEMESTER:** 2
PROGRAM: Social Services Worker Program
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DATE: Jan/08 **PREVIOUS OUTLINE DATED:** Jan/07
APPROVED:

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 2
PREREQUISITE(S): SSW105 or permission of SSW Program Coordinator
COREQUISITE: SSW110
HOURS/WEEK: 2

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School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course is designed as a co-requisite to Fieldwork 1. The seminar supports and enhances the students' professional learning and growth within both the academic and placement settings. Within a "team" atmosphere, students will have the opportunity to discuss fieldwork observations and experiences, and to develop beginning level social service skills. Self-awareness within the professional field is emphasized. In addition, students will continue to develop professional communication skills. 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. Initiate and perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the performance:

- *Identify learning objectives for one's professional development and the strategies to accomplish these*
- *Incorporate feedback and suggestions made in the classroom, through supervision, role plays, presentations, and reports*
- *Establish reasonable and realistic personal goals for oneself to enhance self knowledge, care and work performance*
- *Act in accordance with ethical and professional standards*
- *Evaluate own performance using College reporting formats and evaluations*

2. **Develop observation skills and communicate these observations effectively in oral, written, and nonverbal forms.**

Potential Elements of the performance:

- *Collect, analyze and synthesize information and observations from fieldwork experiences*
- *Identify major presenting issues of clients served/community utilizing a holistic, structural understanding and strengths-based perspective*
- *use language in both oral and written reports that is suitable to the profession.*

3. Observe, identify and develop helping skills.

Potential Elements of the performance:

- *Observe and identify skills that promote effective helping relationships*
- *Identify factors affecting the client and the change process*
- *Demonstrate ability to identify strengths, resources and barriers from a “person-in-environment” perspective*
- *Utilize appropriate relationship building techniques such as active and reflective listening, respect, empathy, non-judgment)*
- *Use language in both oral and written reports that is suitable to the profession and reflects a strengths-based orientation*

4. Maintain effective working relationships with clients, consumers, colleagues, peers, faculty and fieldwork supervisors.

Potential Elements of the Performance:

- *Function effectively as a member of a team*
- *Research new strategies that may be needed to increase skills*
- *Evaluate and act upon constructive feedback.*
- *Participate effectively in conflict-resolution process*
- *Demonstrate collaborative and respectful relationships with others*
- *Maintain clear boundaries regarding personal & professional role*
- *Adhere to ethical guidelines (confidentiality, informed consent, scope of practice)*

III. TOPICS:

1. Self awareness & self care and the relevance to our profession
2. Stages of fieldwork and the student role in field placement
3. Professional standards and professional behaviour (i.e. SSW Fieldwork Manual policies & procedures)
4. Effective teams (how to consult, conflict resolution skills, seek supervision, role within the “team”)
5. Observational and helping skills, effective goal setting
6. Field placement experience will be utilized and processed as part of shared professional learning

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Field Placement Manual (2008). Social Services Worker Program. Sault College of Applied Arts & Technology. Additional readings may be assigned throughout the semester.

V. REQUIREMENTS:

1. Attendance and punctuality at seminar is required. **Eighty percent of class hours attended is the minimum standard.** Students who do not meet the attendance expectations will be subjected to one or more of the following consequences:
 - a) Grade reduction
 - b) Immediate suspension or withdrawal from the course and co-requisite fieldwork
 - c) Development of an academic contract to address the attendance issues
 - d) Failure of seminar and field placement.
2. Allowance for **occasional** and **exceptional** illnesses or emergencies are considered at the professor's discretion. The professor reserves the right to ask for verification of absence in any case. It is the student's responsibility to contact in advance the seminar faculty of an anticipated absence from class by email or by phone. As the seminar is a co-requisite with field, it is mandatory that students attend weekly as this directly affects your continuation in field placement.
3. Seminar is a mutually constructed class. Increased participation will lead to increased learning. Participation at a professional level is expected in seminar. This is a professional responsibility and will be considered a display of commitment to the SSW field. Behaviour that distracts from the group learning will be addressed immediately and may lead to grade demotion and/or removal of the student from the class. Student performance within the seminar group will be evaluated in accordance with the course expectations and the Participation and Professional Development Guidelines detailed on page 10-11 of course outline.
4. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics.
5. 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 through email. Include in the request the assignment that you are referring to, the reason for the extension request, and the time required. 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 request was not received by the Professor. It is the student's responsibility to keep a copy of the email and the response.

Please note that some assignments require field work supervisor's signature.

6. All submissions must be in word processing format unless otherwise indicated by the professor. APA style is required when indicated.
7. 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. Food and beverages are fine to bring to class if you clean up the litter and do not disrupt the class. 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.
8. 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 use utilize the special needs office to assist in this process when needed.

VI. EVALUATION PROCESS/GRADING SYSTEM

Self Care Plan	15%
Placement Setting Report/Presentation	30%
Learning Contract: Student Progress Report	30%
Attendance, Participation & Professional Development	25%

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.

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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

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 learner and the availability of resources.

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

Tuition Default

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of March 1, 2008 will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as a result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

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 Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.

Course Assignments:

Fieldwork Presentations/Report: 30% (15% for presentation & 15% for report)

Purpose and Goals:

- ❖ To understand the field placement organization structure, funding, mandate, goals, vision and services provided
- ❖ To inform/educate class regarding the range of community resources available
- ❖ Identify the needs/barriers of population served

Guidelines for Presentation:

- ❖ Each student will present about his or her respective fieldwork setting in a concise, informative and engaging manner. (Students are strongly discouraged from reading from their developed handout)
- ❖ Presentation will be a maximum of 15 minutes and will be scheduled by the professor
- ❖ Presentation must show evidence of introduction, middle and closure
- ❖ Student demonstrates ability to accurately present pertinent information regarding organization

Guidelines for Report:

- ❖ Student must submit to professor 2-3 page report (professionally formatted, edited and accurate) on the date of presentation summarizing the key areas below:
 - Name of Organization & Program/Team, Address, Phone Number, Website
 - Purpose and goals of agency
 - Description of mandate & mission statement
 - Identify the types of services/programs offered
 - Identify relevant legislation/social policy governing the eligibility/delivery of services
 - Identify the major funding sources for the organization
 - Identify the population served and primary client presenting concerns/needs
 - Describe the typical role/responsibilities of staff you work with
 - Describe the skill set/models/approach of staff you work with (i.e. strengths-based, cognitive-behavioural, ecological model)

The report must be word processed in 12-font. The information should be organized within the headings mentioned above, and in the order listed. Students are responsible to ensure information is current and accurate (critical to have fieldwork supervisor review).

Submission to professor must include a cover sheet with the student's name, course name and number, title of assignment, date due and date submitted, formatted according to APA style. Students must ensure accurate referencing of material used. It is not acceptable to "cut and paste" from organization's website or pamphlets.

Students are expected to review relevant fieldwork websites and literature to support their findings. Students are required to interview staff member(s) to ensure responses are accurate.

Learning Contract: Student Progress Report**Grade: 30% (15% +15%)****Due Dates:**

1st progress report: Scheduled seminar class week of February 18th, 2008

2nd progress report: Scheduled seminar class week of April 14th, 2008

Students will be expected to submit learning contract at two intervals throughout the semester. Students will report their progress and provide evidence of their learning in accordance with guidelines. The professor will provide additional instructions in class.

Self Care Plan:

Due Date: Scheduled Seminar Class week of January 28, 2008

Grading: The Plan is 15% of the final grade. Students may be requested to discuss their progress and goals contained in the self-plan throughout the semester.

Purpose and Goals:

- Commit to personal and professional development through the creation and implementation of a personal self care plan
- Recognize the SSW's professional responsibility regarding effective self care management strategies

Requirements:

Submission of a typed report that describes self-care under four headings (minimum)—these are: physical, cognitive; emotional/social; spiritual.

The report must be outcome-oriented—that is, it cannot be merely descriptive of past or current activity, but must:

- Set goals that are concrete, measurable and realistic;
- Describe a series of actions (strategies) for reaching goals
- Establish realistic timelines

Process: This assignment will be discussed in class and a format for completion will be provided by the professor.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

Student: _____

of classes attended: _____

MAJORITY OF EXPECTATIONS MET 21-25points

- Demonstrates excellent preparation for class: has read/completed assigned material and references this in class
- Participates consistently in seminar go-arounds, peer consultations, models beginning social service work skills effectively
- 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
- Attends all of scheduled classes and arrives on time
- All expectations/requirements related to seminar & fieldwork are submitted on time and thoroughly completed
- Is prepared with questions and insights from course material

MOST EXPECTATIONS MET 16-20points

- Demonstrates good preparation for class, knows some of the 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
- Attends 90% of scheduled classes and arrives on time
- Consistent completion of requirements/expectations related to seminar and fieldwork
- Assignments reflect sound professional skill and ability
- Demonstrates adequate level of self-understanding and commitment to personal and professional development

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 11-15 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.)
- Sometimes requirements/expectations submitted late
- Attends below 90% of class
- Generally arrives on time, some late arrivals noted

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
- Frequently submits expectations/requirements late
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- Attends class below the expectations, frequently arrives late or leaves early or engages in above noted behaviours while in class