



## I. COURSE DESCRIPTION

This course is designed to introduce students to the profession of Social Work and 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 Work, the guiding ethics, values and principles of the profession, and the practice frameworks used to create 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 understanding and knowledge of the Social Service Work Profession  
Potential Elements of the Performance:
  - Describe the basic purpose and functions of the Social Work profession
  - Describe the basic values and ethical considerations of the profession
  - Demonstrate a beginning understanding of the scope and range of SSW roles and practice
  - Describe and compare key theories, models and perspectives used in the Social Service Work profession
  - Understand the levels of generalist practice: micro, mezzo and macro
  - Describe key historical influences in the development of the profession of social work
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 and personal success strategies
  - Demonstrate comfort and ability with technology (computer, internet, photocopy, email etc.)
3. 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
  - Actively participate 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
  - Plan and present (as relevant) both verbal and written reports

4. Demonstrate 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 Ontario College of Social Workers and Social Service workers standards of practice and Code of Ethics
- Understand the context of an agency setting for the role of a SSW
- Demonstrate punctuality, attendance and professionalism throughout the SSW 105 course

This course addresses the SSW vocational outcomes (#1, 2, 3, and 7) related to development of professional and ethical relationships, identification of micro, mezzo and macro level challenges and interventions, recognizing diversity and effective community responses, and strategies for developing self awareness and self care plans. Additionally, the essential skills outcomes (#1 3, 5 and 6) regarding effective communication, critical thinking, interpersonal skill development and personal management are addressed.

**III. TOPICS:**

- Succeeding in the Sault College SSW program. Introduction and overview of program. Skills required. Course and program expectations
- The scope and nature of SSW-related services and the profession of social work
- Overview of the profession, history of the profession of social work, values and ethical base of the profession, and roles and functions of social service workers
- Models and theories of social work practice
- 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
- Basic helping skills
- Self and professional awareness and development

**IV. METHODOLOGY:**

This course is designed to facilitate conversations and learning as a group, with guidance provided by SSW faculty. Students are expected to come prepared to class to participate in discussion and review of course material. Grades assigned for professional development/participation will reflect not only attendance, but the student's knowledge of the content discussed, ability to share thoughts about the material, ability to respect viewpoints different from their own, and professional behaviour.

\*This class is interactive, and uses lecture, community resources, videos and class discussion to enhance learning the material in class. Attendance is critical. Significant absence will jeopardize student success in the class. **NOTE: Students may be asked to repeat the class if less than 60% of classes are attended.** The Professor reserves the right to ask for medical verification of absence. Class attendance will be reflected in the participation and attendance marks.

## V. RESOURCES/TEXTS/MATERIALS:

Maclean, S. & Harrison, R. (2009). *Theory and practice: A straightforward guide for social work students*. Great Britain: Kirwin Maclean Associates Ltd.

**This text will be used in future classes, in addition to SSW 105**

Recommended: 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: The following are additional recommended resources.**

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

Ontario College of Social Workers and Social Service Workers: <http://www.ocswssw.org/>

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. Assignment schedule/calendar (5%)
2. Self-reflection paper/student success plan (20%)
3. Chapter exercises/summaries (20%)
4. Mid-term and final exams (35%)
5. Participation & Professional Development/in-class activities/assignments (20%)

**Note: the SSW 105 course requires a minimum of 60% to be successful in this course. Grades below this will be considered a failure of this course.**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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.

## VII. COURSE POLICIES:

### Assignments:

- Punctual completion of assignments is required. The ability to meet deadlines is a critical employment skill. All assignments are provided with due dates well in advance, and are **due at the beginning of class on the designated due date**. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of an assignment through email or a phone call, if not possible in person.
- Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day, effective as of that class (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 have the option of using a 'late assignment coupon' for one assignment during the course. Refer to the coupon posted on LMS.

- **Requests for extensions: Any requests for assignment extensions must be done in writing through email.** Include in the request the assignment that you are referring to and the reason for the extension request, and the amount of time that you are requesting. You can expect a return email from me to confirm that your request has been received. If a response is not received, you are to assume that the request was not received. **It is your responsibility to keep a copy of the email and the response.**
- **Email submission of assignments:** In circumstances where you are unable, **for substantial reason**, to attend class when an assignment is due, you may email me to advise me (if on the due date) or to request permission and to submit the assignment by email. The date that the assignment is received will be considered as the submission date. Ensure you send the assignment in .rtf format or Microsoft word. If the assignment cannot be opened, that date/time will not be used as the submission date. The student should expect a return email to confirm that their assignment has been received and could be opened. If a response is not received, you are to assume that the assignment was not received. It is your 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).**
- All assignments must be typed and referenced according to APA format unless otherwise stated by the professor. Students are directed to use library support services, relevant websites and the 'Cites and Sources' APA guide.
- Exams, tests, quizzes Exams/tests that are missed cannot be made up except in exceptional circumstances, and with prior approval of the professor. Students who miss the test/exam without making prior arrangements with the instructor will be given a zero. The professor reserves the right to determine if a student who has missed an exam/ test will be allowed to make other arrangements for writing the missed exam/test/quiz. Exams cannot be re-written to receive a higher grade.
- Students who miss in-class activities that are graded due to unsubstantiated absence cannot make those up

### **Classroom Expectations:**

- Students are expected to model, in the classroom, professional behaviour that will be expected in Field Placement experiences, and in the profession. Refer to 'Class participation and Professional Development Guidelines'.
- 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.
- Food and beverages 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.

## VIII. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. Once the classroom door has been closed, students will be allowed into the classroom after the break.

### Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

The professor reserves the right to request students to submit applicable assignments electronically through the Safe Assignment Tool.

### Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing. Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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. The student is encouraged to use the special needs office to assist in this process as needed.

Learning Needs

Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of an 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. A student has the right to appeal the final grade of a course, and should refer to the *Appeals Process* for further details, available at:

<http://www.saultcollege.ca/Services/StudentServices/pdf/Academic%20Appeal%20For%20ms%202008.pdf>

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.

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 the first week of November 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.

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.

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.

## **CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**

### **ALL EXPECTATIONS MET 15 marks**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Contributes in a 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
- Consistently takes responsibility for asking questions/seeking clarification
- Has attended at least 90% of classes

### **MOST EXPECTATIONS MET 12-14 marks**

- Demonstrates good preparation for class, evidence that is familiar with 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
- Consistently 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 9-11 marks**

- Demonstrates adequate preparation, knows basic material
- Appears interested in most of the 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 limited level of self-understanding
- Personal and professional development as defined by behaviours listed in above categories is not evident
- Occasionally disruptive or inattentive: (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- Has attended less than 80 % of classes

### **FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0- 8 marks**

- Demonstrates minimal preparation, lack of knowledge of material
- Body language has given the impression of disinterest in content of class (sleeping, checking cell phones, not participating in class activities, etc.)
- 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 disruptive (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- Frequent absence has impacted ability to participate