

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Foundations for Social Service Work Practice

CODE NO. : SSW 105 **SEMESTER:** 1

PROGRAM: Social Service Worker Program

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Leanne Murray, MSW, RSW

DATE: Sept/2016 **PREVIOUS OUTLINE** Sept/2015
DATED:

APPROVED: 'Angelique Lemay' June/16

	DEAN	DATE
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TOTAL CREDITS: 3

PREREQUISITE(S): Enrollment in program

HOURS/WEEK: 3

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I. COURSE DESCRIPTION

This course is designed to introduce students to the profession of Social Work and Social Service Work 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 ethics, values and roles of the profession, and the practice frameworks (theories and models) used to create change. Students will be introduced to the theoretical knowledge and practice models required within the profession.

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 Work profession and the scope of practice of the Social Service Worker

Potential Elements of the Performance:

- Describe the purpose and functions of the Social Work profession
- Describe and demonstrate a basic understanding of the role of the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics
- Demonstrate ability to locate and utilize the website and contents of the OCSWSSW
- Demonstrate a beginning understanding of the scope of practice of a Social Service Worker

2. Engage in self-reflection and skill development that promotes understanding of the role of the Social Service Worker and is consistent with the SSW professional standards.

Potential Elements of the Performance:

- Demonstrate a beginning understanding of the range of SSW roles
- Describe the basic values and ethics of the profession
- Demonstrate the ability to act in accordance with SSW values/ethics and expectations of professional behaviour in the classroom
- Demonstrate the willingness to participate in classroom discussions and activities in order to demonstrate integration of theories studied
- Demonstrate abilities to understand components of respectful and non-judgmental verbal/non-verbal communication strategies and to apply in interpersonal communications

3. Identify and utilize learning professional skills and behaviours.

Potential Elements of the Performance:

- Demonstrate knowledge of Sault College learning and support resources (location, how to access, resources available)
- Demonstrate effective writing skills required for the profession and ability to seek assistance in developing written skills, as required
- Demonstrate effective organizational and time management strategies (i.e., use of an appointment/agenda book/electronic calendar/palm to track academic commitments, ability to meet deadlines, etc.)
- Identify and utilize stress management and personal success strategies
- Demonstrate ability to learn and use technology as required by the program and profession (i.e., computer (internet, D2L, email, word processing, etc.), photocopy machine, etc.)

4. Demonstrate ability to understand and apply key social work theories, concepts and models

Potential Elements of the Performance:

- Identify, describe and compare key theories, models and perspectives used in the Social Service Work profession (i.e. Anti-oppressive, structural, generalist, strengths-based, aboriginal, feminist)
- Demonstrate understanding of the basic concepts of power, values, social justice, oppression, equality and diversity from an anti-oppressive social work stance
- Demonstrate understanding of how to apply theories/models with an evidence-based approach
- Describe generalist practice principles and demonstrate understanding of the levels of generalist practice: micro, mezzo and macro
- Show beginning level critical thinking skills regarding theories studied

5. Demonstrate ability to successfully participate within a team approach

Potential Elements of the Performance:

- Demonstrate effective interpersonal, team work and collaborative learning skills in class
- Demonstrate reliability as required in a team approach
- Demonstrate ability to constructively and clearly communicate with team members
- Demonstrate ability to problem-solve and proactively address differences within the team
- Demonstrate ability to seek consultation as appropriate/required
- Actively participate in class activities, discussions, and role-play situations

- Assess, reflect and act upon constructive feedback from others
- Plan and present (as relevant) both verbal and written reports

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.

Students are to refer to the Course Outline posted on the portal in addition to this course outline.

III. TOPICS

- Understanding the profession of social work/social service work and the scope of practice,
- Understanding the social work/social service work profession
- Social Service Worker roles and practice and functioning at the micro, mezzo, and macro levels
- Social work theories and models of practice
- Developing a healthy professional and personal self
- Guidelines for succeeding in the profession and the SSW program

IV. RESOURCES/TEXTS/MATERIALS: (Note: the textbook will be used in other courses in the SSW program)

Hick, S. & Stokes, J. (2016). (4th ed.) *Social Work in Canada: An introduction*.

ON: Thompson. This text will also be used in other classes.

Ontario College of Social Workers and Social Service Workers website:

<http://www.ocswssw.org/>

Other resources may be assigned.

V. EVALUATION PROCESS/GRADING SYSTEM

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| 1. Individual and Team exercises/assignments* | 40% |
| 2. Tests/Exams | 45% |
| 3. Theory Assignment | 15% |

Students must maintain a 75% attendance rate in the course.

*Classes will consist of in-class group/team participation that students are expected to participate in by being present, collaboratively working with peers, and applying reading, text and lecture material. Students who fall below the expected rate of attendance will have this impact their Individual and Team exercises/assignment mark. They may also be subject to academic penalty (full grade deduction) and/or failure of the course. In exceptional circumstances, students with substantiated and substantial reasons for absences beyond the attendance requirement, the student must meet with professor and be prepared to complete additional assignment to demonstrate core vocational skills related to the course outcomes.

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.	

Student Success: College Practice Statement

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

I will explain the student success strategy to students and will then request students sign a SSW Program Consent/Authorization to determine permission to release pertinent information to Student Services in order to promote and support student success and retention.

VI. 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, 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. *It is the SSW program policy that once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room but are welcome to join the class at the break.*

Cell phones and laptops

Electronic devices must be used appropriately and for class purposes. Cell phones or other devices must be put away and on silent mode. Students may respond to a call or may check text messages during breaks or once class is finished. Violations of this may lead to the student being asked to leave the classroom and appropriate sanctions implemented as per Student Code of Conduct, Section 2.22: - Use of Electronic Devices.

Submissions of assignments

Assignments are expected to be submitted, stapled, at the beginning of class on the established due dates. Late assignments will be subject to a 5% per day late penalty (including weekends). Assignments will not be accepted one week after the due date unless an alternative date had been negotiated between the student and the professor.

Students may use the 'late coupon' option once per semester if that class offers this option. Late coupons allow students one week extension if the student has identified in an email to the professor before the date of the assignment that the 'coupon' is being used. The assignment is due at the start of the next class.

Students who are absent for substantial reason when an assignment is due may email the assignment to the professor through D2L on the due date, at the beginning of the class. A hard copy is expected upon return to College in a timely manner (usually within one week of the due date), unless the assignment is electronic version only, through the course drop box.

Assignments cannot be re-submitted to achieve a higher grade.

Exams

Students are responsible to contact the professor directly and before an exam, when substantial and substantiated reasons create the need for missing an exam. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional circumstances. If approved, the student must book a time with the testing centre within the time span that the professor requires.

Classroom culture

Students are to view the classroom as opportunity to model and practice SSW values and ethics of professionalism. All classroom behaviour is to reflect respect, ability to effectively work with others, communicate and problem-solve, and be open to differences and learning different ways of understanding and viewing each other and issues in general.

SSW Program Policies

Students must be familiar with the SSW program policies (posted on D2L and distributed in SSW 105) and the Sault College Student Code of Conduct, both available on D2L. Student Code of Conduct and Appeals Guideline is also available on the College Portal and in Student Services.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.