COURSE OUTLINE: SSW125 - INTRO TO SSW THEORY

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	SSW125: INTRODUCTION TO SSW THEORY AND PRACTICE
Program Number: Name	1203: SOCIAL SERV WORKER
Department:	SOCIAL SERVICES WORKER
Semesters/Terms:	20F
Course Description:	This course introduces students to social work theories that influence the practice of social service work. Students will be introduced to the roles and scope of practice of a social service worker, the profession of social work, and the theories that inform social service worker practice. Attention is given to anti-oppressive and empowerment perspectives with an emphasis on structural, feminist, indigenous, ecological and strengths-based theories. This theoretical foundation enables students to make the links between structural analysis and social service work practice and identify various forms of oppression, discrimination, and power and privilege. Students can expect to develop anti-oppressive practice stance that is consistent with professional values, ethics and standards of practice.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	SSW105
This course is a pre-requisite for:	SSW306
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1203 - SOCIAL SERV WORKER** VLO 1 Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work. VLO 2 Record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards. VLO 3 Integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals. VLO 5 Examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client. VLO 6 Develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their

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		dignity and self-worth.
	VLO 7	Work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.
	VLO 8	Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.
	VLO 9	Work with individuals, groups, families and their communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers and communities.
	VLO 10	Develop the capacity to work with the Indigenous individual, families, groups and communities while respecting their inherent rights to self-determine, and to identify and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice.
Essential Employability Skills (EES) addressed in this course:	EES 1	Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4	Apply a systematic approach to solve problems.
	EES 5	Use a variety of thinking skills to anticipate and solve problems.
	EES 6	Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10	Manage the use of time and other resources to complete projects.
	EES 11	Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.	
Other Course Evaluation & Assessment Requirements:	Students are to review, understand and adhere to the SSW Skill Acquisition, Contribution/Participation & Professional Development Guidelines, Sault College Course Addendum, and the SSW Program Policies & Procedures Manual.	
Books and Required Resources:	Anti-oppressive social work: Ways of knowing, talking and doing. by Dumbrill, G.C. & Uing Yee, J. (2019) Publisher: Oxford University Press. ISBN: 9780199023721	

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Express understanding	1.1 Describe the purpose of the social work and social service

and knowledge of the social work and social service work profession and the roles and scope of practice of the Social Service Worker.	workprofession 1.2 Demonstrate understanding of the definitions of social service work on micro, mezzo and macro levels 1.3 Demonstrate understanding of the legislative framework and body governing social service work and the social service role 1.4 Demonstrate ability to use professional information sources (i.e. OCSWSSW) to inform their learning 1.5 Demonstrate knowledge of the multiple roles of a SSW on micro, mezzo and macro levels 1.6 Demonstrate understanding of the boundaries and scope of practice of a SSW
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Develop respectful and collaborative professional and interpersonal relationships that adhere to professional standards and respects diversity and rights to respect, dignity and self-determination	2.1 Describe the basic values and ethics of the profession. 2.2 Demonstrate the ability to act in accordance with SSW values/ethics and expectations of professional behaviour in the classroom 2.3 Demonstrate ability to use respectful and non-judgmental verbal/non-verbal/written communication strategies in interpersonal communications (includes social media) 2.4 Maintain confidentiality of class related conversations 2.5 Demonstrate ability to use effective problem-solving skills
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Develop professional skills required for competent SSW practice	3.1 Demonstrate knowledge of available supports and resources and willingness to seek and use supports as needed in a timely manner 3.2 Demonstrate willingness and ability to engage in reflective practice and to develop self-awareness to understand self and impact on the development of relations with others 3.3 Demonstrate willingness and ability to seek and utilize feedback related to strengths, challenges and limitations from peers, faculty and others as appropriate 3.4 Demonstrate effective writing skills required for the profession and the ability to seek assistance in developing written skills, as required 3.5 Demonstrate effective organizational and time management strategies (i.e., use of an appointment/agenda book/electronic calendar to track academic commitments, ability to meet deadlines, etc.) 3.6 Demonstrate ability to learn and use technology as required by the program and profession (i.e., computer, word-processing, internet, college learning management system (D2L), email, photocopy machine, etc.) 3.7 Apply SSW professional and theoretical skills in class. 3.8 Demonstrate reliability through class attendance and participation
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Demonstrate ability to explain key social work	4.1 Define and describe principles of ecological systems theory and practice

theoretical models and approaches	4.2 Define and describe principles of Indigenous approaches and practice 4.3 Define and describe principles of feminist theory, approaches and practice 4.4 Define and describe principles of anti-racist approaches and practice. 4.5 Define and describe principles of gender identity theoretical approaches and practice 4.6 Demonstrate ability to connect theory to social service work practice through case studies/course activities.
Course Outcome 5	**Learning Objectives for Course Outcome 5**
5. Demonstrate understanding of human rights and their relationship to theory and practice.	5.1 Define and describe what human rights are and their relationship to social justice. 5.2 Describe the relationship between human rights and anti-oppressive theory and practice. 5.3 Describe the Canadian Charter of Rights and Freedoms and Canadian Human Rights 5.4 Demonstrate the ability to describe discrimination and prejudice and their relationship to social, religious, and economic structures
Course Outcome 6	**Learning Objectives for Course Outcome 6**
6. Demonstrate beginning understanding of anti-oppressive social work theory.	6.1 Define and describe oppression and oppressive structures 6.2 Describe power, privilege and intersectionality and its relationship to oppression of individuals, groups and communities 6.3 Apply through case studies anti-oppressive practice on micro, mezzo and macro levels of social service work practice 6.4 Define and describe the core principles of Anti-oppressive social work approach 6.5 Explain the interlocking nature of oppression and the concept of intersectionality. 6.6 Explain impacts of colonialism and capitalism influence culture of privilege.
Course Outcome 7	**Learning Objectives for Course Outcome 7**
7. Demonstrate beginning understanding of person-centered and strengths based approach.	7.1 Define and describe the core principles of strengths based approach 7.2 Describe how strengths based approach supports self determination and well-being of clients 7.3 Describe and identify SSW strategies and skills that empower individuals and families 7.4 Differentiate deficit-based and strengths-based approach 7.5 Articulate the core values of person-centered approach

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Case Studies/Discussion/theory analysis	35%
Student professional reflection	15%
Tests/exams/quizzes	50%

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Date:	June 30, 2020
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

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