

**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  
**AUTHOR:** Leanne Murray, MSW, RSW  
**DATE:** Jan/06 **PREVIOUS OUTLINE DATED:** Jan/05

**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**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 Human 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 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. How to establish and document effective goals and objectives
3. Stages of fieldwork and the student role in field placement
4. Professional standards and professional behaviour (i.e. boundaries, confidentiality, informed consent)
5. Effective teams (how to consult, conflict resolution skills, seek supervision, role within the “team”)
6. Observational and helping skills
7. Field placement experience will be utilized and processed as part of shared professional learning

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

*Field Placement Manual (2006). Social Services Worker Program. Sault College of Applied Arts & Technology*

## V. REQUIREMENTS:

1. Attendance and punctuality at seminar is required. **90% of class hours attended is the minimum standard**, after which marks will be reduced. 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.

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 Professional and Developmental Criteria.

The professor will track punctuality and attendance. Students who do not meet the attendance expectations will be subjected to one or more of the following consequences:

- a) Reduction of marks (in accordance with the Participation and Professional Development Criteria).
- b) Suspension or withdrawal from the course and field placement.
- c) Letter of notification to address concerns.
- d) Failure of seminar and field placement.

2. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics.

3. Punctual completion of assignments is required. Late assignments are subject to a 10 % grade reduction per day (including weekends). Assignments submitted beyond one week of due date will not be graded. Students are responsible to discuss proactively and directly (in person, followed up by email) with the professor any substantial and substantiated reasons to negotiate an extension for an assignment. Decisions are at the professor's discretion. **Please note that some assignments require field work supervisor's signature.**

4. All submissions must be in word processing format unless otherwise indicated by the professor. APA style is required when indicated.

5. 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.

#### VI. EVALUATION PROCESS/GRADING SYSTEM

|  |     |
|--|-----|
| Self Care Plan                                       | 20% |
| Learning Contract                                    | 20% |
| Observation Report                                   | 25% |
| Journals   | 15% |
| Attendance, Participation & Professional Development | 20% |

**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%   |                               |
| 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. SPECIFIC ASSIGNMENTS –Outline. Due Dates will be announced in class.

### 1) Self Care Plan

**Grading:** The Plan is 20% of the final grade. Students may be requested to discuss their 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 for reaching goals and dates by which actions should have occurred;
- Describe a means of measuring the goals.

**Limitations:**

- The report should be realistic to the student's circumstances, but courageous as well—simple maintenance of current behaviour is valid in some cases; searching for ways of improving will be valued in the grading of this assignment.
- All material in the student's report will be treated as confidential within the legal and ethical limitations.

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

**Due Date:** \_\_\_\_\_

**2) Learning Contract:**

**Grading:** The learning contract is worth 20% of final seminar grade. Additionally, it is a requirement to continue in SSW110.

All students are expected to develop an individualized learning contract in consultation with their on-site field placement supervisor and designated faculty. Students are to identify and describe three to five learning strategies per standardized learning goal area. Students are encouraged to review the final evaluation to develop strategies that are consistent with program expectations. At the end of the semester, students are expected to describe and document evidence of accomplishing the goal and strategies.

The learning contract will be reviewed and approved by both faculty and the field placement supervisor within three weeks of start date of placement. Students are expected to submit draft copies in advance of the due date to ensure supervisory feedback. Learning Contracts must be word-processed utilizing the format discussed by the College faculty. **Submitted learning contracts must be signed by the designated fieldwork supervisor. Unsigned contracts will be deducted 5 marks and a re-submission will be required within one week in order to continue in fieldwork.**

Students are expected to maintain a copy of their learning contract, regularly review their progress toward goals and bring to scheduled meetings with their field placement supervisor and faculty for the purposes of supervision, evaluation and discussion.

The rating scale below is to be utilized by the fieldwork supervisor and/or faculty at the end of the semester in order to assess the student's progress in accomplishing strategies to meet goal areas.

| Rating | Evaluation                           | Evaluation  |
|--------|--------------------------------------|---|
| 5<br>= | Outstanding performance              | Performance consistently above expected level     |
| 4<br>= | Very good performance                | Performance usually above expected level          |
| 3<br>= | Acceptable performance               | Performance is acceptable                         |
| 2<br>= | Needs improvement                    | Performance inconsistent and requires improvement |
| 1<br>= | Unacceptable/Incompetent Performance | Performance below acceptable level                |
| NO =   | Not observed                         | Not able to evaluate at this time                 |
| NA =   | Not applicable                       | Not applicable to setting/at this time            |

**Due Date: (To be submitted within 3 weeks of placement start date.)**

| <b>Goal Area:<br/>The student demonstrates:</b>  | <b>Strategies<br/>To<br/>Achieve<br/>Goal:</b> | <b>Target<br/>Dates</b> | <b>Evidence of<br/>accomplishment<br/>of goal and<br/>strategies (student<br/>completes at end of<br/>semester)</b> | <b>Evaluation<br/>Rating<br/>1 2 3 4 5</b> |
|--|--|-------------------------|---|--|
| 1. Understanding of placement setting.   | 1.<br>2.<br>3.                                 | 1.<br>2.<br>3.          | 1.<br>2.<br>3.  | 1.<br>2.<br>3.                             |
| 2. Effective work related interpersonal skills.  | 1.<br>2.<br>3.                                 | 1.<br>2.<br>3.          | 1.<br>2.<br>3.  | 1.<br>2.<br>3.                             |
| 3. Ability to develop helping relationship with client (individual, families, group or community).                               | 1.<br>2.<br>3.                                 | 1.<br>2.<br>3.          | 1.<br>2.<br>3.  | 1.<br>2.<br>3.                             |
| 4. Knowledge and application of effective assessment approach and skills.  | 1.<br>2.<br>3.                                 | 1.<br>2.<br>3.          | 1.<br>2.<br>3.  | 1.<br>2.<br>3.                             |
| 5. Knowledge and application of effective intervention model(s) and skills.  | 1.<br>2.<br>3.                                 | 1.<br>2.<br>3.          | 1.<br>2.<br>3.  | 1.<br>2.<br>3.                             |
| 6. Ability to identify and use culturally competent practices with diverse groups.   | 1.<br>2.<br>3.                                 | 1.<br>2.<br>3.          | 1.<br>2.<br>3.  | 1.<br>2.<br>3.                             |
| 7. Ability to identify and understand the social policies, laws, and legislation relevant to the setting.                        | 1.<br>2.<br>3.                                 | 1.<br>2.<br>3.          | 1.<br>2.<br>3.  | 1.<br>2.<br>3.                             |
| 8. Conveys professional values, ethics and attitudes.  | 1.<br>2.<br>3.                                 | 1.<br>2.<br>3.          | 1.<br>2.<br>3.  | 1.<br>2.<br>3.                             |
| 9. Ability to communicate clearly, concisely and professionally in a various methods.  | 1.<br>2.<br>3.                                 | 1.<br>2.<br>3.          | 1.<br>2.<br>3.  | 1.<br>2.<br>3.                             |
| 10. Identify any additional or specialized knowledge, skills, attitudes, and values specific to this field practicum. (optional) | 1.<br>2.<br>3.                                 | 1.<br>2.<br>3.          | 1.<br>2.<br>3.  | 1.<br>2.<br>3.                             |



**3) Observational Report Guidelines:**

**Grading:** This report is worth 25% of the final seminar grade.

Students will utilize the following guidelines/format to submit an observational report to the professor. Student is to select an opportunity from fieldwork that is meaningful to him or her and involves an interaction with the setting "clientele". This can include observing a child in a classroom, observing/participating in one-to-one or group activities with clientele, participants of a community event etc. It is the student responsibility to ensure the report is non-identifying and respects the confidentiality of the clientele.

Students must write in full sentences and paragraph form utilizing the heading areas recommended by faculty. The bullets under each heading are suggested topics to consider. Students will be graded on their ability to accurately and thoroughly record/document in a respectful and professional manner. Additionally, evidence of reflection, learning and assessment skills will be considered. Grading criteria will be provided by the professor in class.

**Due Date:** At the beginning of the scheduled SSW112 class during the week of March 20, 2006

Field Placement Setting: \_\_\_\_\_

Social Service Worker Student: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Date of Report: \_\_\_\_\_

Fieldwork Supervisor Signature: \_\_\_\_\_

**Description of "Client" Situation:**

- describe what you observed,
- describe your interactions with the identified client
- describe how situation/meeting began
- describe significant exchanges – what was said
- content/topics discussed
- describe tone, mood, affect of meeting
- discuss how meeting/observation ended

**Describe your role and activities during the meeting/situation:**

- identify and discuss the helping skills utilized and the rationale for their use
- identify any therapeutic activities or supportive techniques utilized
- your role, function and responsibilities
- your strengths and limitations in this meeting/observation

**Student Assessment of client concern/situation:**

- report on your professional understanding/conceptualization of the situation based upon both objective and subjective information (ensure professional language, client centred and strengths-based orientation is utilized)

**Plan:**

- report on any follow up and/or recommendations
- identify any goals client and/or you/worker identified
- discuss plan for any follow up meetings/observations
- discuss any areas that you believe that you could work on (i.e. if you identified that you would have liked to handle the situation differently)

**4) Weekly Journals:**

Students will complete weekly journals according to the format below. The journals are considered requirements for both SSW110 and SSW112. Students will receive up to 1 point per journal. Grade assigned will be based upon the student completing the journal thoroughly and submitted journals signed and on time (journals must be submitted to professor at the beginning of the scheduled seminar class)

**SSW110/SSW112  
Weekly Journal**

Student Name: \_\_\_\_\_

Fieldwork Setting: \_\_\_\_\_

Date of Journal: \_\_\_\_\_

Field Work Placement Supervisor's Signature: \_\_\_\_\_

Each student is responsible for recording the activities and responsibilities for each week at placement. In addition, students are asked to share their feelings, reactions, and thoughts about their experiences. The journal entries will enhance the student's awareness of professional and personal strengths and challenges in the helping field.

Please check the appropriate helping activities involved in this week and provide a brief narrative of skills utilized:

- Observation of "helping" activities (name specifically)**
- Intake and/or assessment work**
- Individual Casework**
- Family Work**
- Group Work**
- Community Work**
- Supportive Interventions (1:1 visits, home visits)**
- Leisure, recreational or other supportive activities**
- Social work documentation**
- Agency documentation/recording**
- Planning Activities**
- Prevention &/or Education Activities**
- Grant writing & Proposal Writing Activities**
- Networking**
- Referral &/or Linking Activities**
- Administrative Duties**
- Advocacy**
- Case Management/Service Coordination**
- Public Relations & Marketing Work**
- Interviewing Skills**
- Team/Staff Meeting**
- Case Conferences & Community Committee Work**
- Crisis Intervention Work**
- Other: (Name specifically)**

**Narrative (Describe skills observed and/or used in above activities):**

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**Describe your self-reflections (thoughts, emotional reactions, feelings, behaviours, etc.) and what situation(s) they were in relation to:**

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**What was most meaningful to you this week, (a) personally, and (b) professionally?**

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**What was most challenging to you this week, (a) personally, and (b) professionally?**

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**Have you noticed any themes or patterns in your feelings, thoughts, or actions this week? If so, what meaning do you make of them? Are they something to bring to your supervisor or to seminar to discuss and explore?**

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**CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**

Student: \_\_\_\_\_

# of classes attended: \_\_\_\_\_

**ALL EXPECTATIONS MET 20 points**

- 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 scheduled classes and arrives on time
- All expectations/requirements (journals, time sheets, evaluations, assignments) submitted on time

**MOST EXPECTATIONS MET 15-19 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
- Attends 90% of scheduled classes and arrives on time
- Consistent completion of requirements/expectations in a timely manner
- Demonstrates adequate level of self-understanding and commitment to personal and professional development

**SOME EXPECTATIONS MET, SOME CONCERNS NOTED 10-14 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 and generally arrives on time

**FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-9 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

**VIII. 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 instructor 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 postsecondary 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.

**IX. 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.

**X. 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.