

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** SSW Community Resources and Fieldwork Preparation

**CODE NO. :** SSW 207 **SEMESTER:** 2

**PROGRAM:** Social Service Worker Program

**AUTHOR:** Judi Gough, MSW

**DATE:** January, 2012 **PREVIOUS OUTLINE DATED:**

**APPROVED:** "Angelique Lemay" Jan. 2012

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**DEAN**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** SSW 105: Foundations of Social Service Worker Practice

**HOURS/WEEK:** 3

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## **I. COURSE DESCRIPTION:**

This course will prepare students for fieldwork experiences in social service settings throughout the second year of the program. The focus of the course is on preparing students for second year field placement. It includes learning about the role of a social service worker student within social service and/or affiliated organizations, expectations of the field placement experience, employability skills, and personal and professional ethics and accountability. This course is a prerequisite to SSW 301: Fieldwork for SSW and SSW 302: Seminar for SSW in the Social Service Worker Program. Students must be successful in this course to register in SSW 301/302.

The course will also explore the broad range of community resources accessed by individuals and families in Sault Ste. Marie and the District of Algoma (as applicable/relevant). Students will learn effective approaches to locating current and credible information on social services, effective and efficient referral and networking skills and will increase their understanding of social networks. The course requires completion of 30 hours of relevant volunteer experience to have been completed in the past three years.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Demonstrate knowledge of social service agencies in Sault Ste. Marie and District

### **Potential Elements of the Performance:**

- Demonstrate knowledge of the range of social service organizations within Sault Ste. Marie and District ( may include income support programs, addictions and mental health services (concurrent disorders) for both children and adults, counselling services, employment support services, educational services, services for specialized populations, and other services as determined in the course)
  - Demonstrate ability to locate current information on local resources
2. Demonstrate an ability to think systemically in relation to identifying resources and facilitating referrals to meet client needs

### **Potential Elements of the Performance:**

- Demonstrate understanding of the complexity of some situations and need for creative approaches to service provision
- Demonstrate understanding of the multidisciplinary approach to service delivery and the ability to identify community partnerships
- Demonstrate knowledge of services developed for/by First Nations populations
- Demonstrate understanding of diversity as the concept applies to the planning, delivery and organization of social services

3. Demonstrate the ability to develop professional skills and abilities to prepare for field placement, which will include, but not be limited to, the following:

**Potential Elements of the Performance:**

- Ability to take initiative for meeting one's own learning needs using active learning and resources available
- Ability to follow instructions and seek clarification as required in a timely manner
- Ability to keep track of due dates and assignment criteria and to complete tasks independently without external reminders
- Ability to multi task and determine priorities
- Ability to meet deadlines and be on time
- Ability to be flexible, according to the demands of the situation and priority
- Ability to take notes, minutes, develop an agenda, and facilitate a meeting/presentation
- Ability to seek and use consultation/supervision in a productive, timely and proactive manner
- Ability to operationalize the concept of 'taking initiative' in a field placement setting
- Ability to learn about a new organization, clarify roles and responsibilities, and seek out information required to learn about the organization and role of an SSW
- Demonstration of effective teamwork and group skills
- Ability to seek out and accept constructive feedback in relation to developing professional skills
- and to be accountable for personal behavior
- Ability to seek out learning opportunities and to actively create opportunities to meet learning needs
- Ability to act ethically and responsibly, using the OCSWSSW Code of Ethics and Standards of Practice
- Ability to name and demonstrate self-awareness skills in relation to professional behavior required for effective SSW practice

4. Demonstrate the ability to use constructive problem solving and conflict resolution skills

**Potential Elements of the Performance:**

- Ability to identify one's own personal orientation to identifying and addressing conflict
- Ability to understand and apply the principles of constructive problem solving using model(s) taught in class
- Demonstrate knowledge about the policies (of College/organization) related to identifying/resolving conflict

5. Demonstrate professional communication skills

**Potential Elements of the Performance:**

- Ability to write professionally and produce factual, error-free documents
- Ability to use electronic tools professionally (social media, email, word-processing, telephone, etc.)

- Ability to effectively communicate (using concise verbal and/or written means that are professional and purposeful)
- Ability to use the most effective means of communicating relevant to a situation (i.e. supervisor, instructor, etc.)
- Demonstrate awareness of and ability to use appropriate body language in relation to professional interactions and relationships

### **Vocational Outcomes and Essential Employability Skills**

This course addresses the SSW vocational outcomes (#1, 2, 3, 4, 5, 6, and 9) related to development of professional and ethical relationships, recognizing diversity and effective community responses, and awareness of community resources and responses to social issues. 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:**

- Social service and social service system related resources in Sault Ste. Marie and District
- Understanding partnerships between various agencies and service sectors
- Resources available to locate and facilitate information and referrals
- Preparing for field placement: understanding the purpose of field placement, success strategies and developing professional work skills and habits
- Conflict resolution and problem solving skills
- Communication skills

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

Materials will be available online. Other resources will be distributed in class. Additional readings will be distributed throughout the semester as required.

### **V. EVALUATION PROCESS/GRADING SYSTEM:**

(breakdown of tests/assignments and their weights relative to calculating the final grade for the course)

1. Completion of 30 hours of volunteer experience (20%) and report (10%)	30%
2. Community agency interview, report and presentation	30%
3. Case Study/role play: Conflict resolution	15%
4. In class activities/assignments/professional development	25%

**The following semester grades will be assigned to students:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## **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 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.

## **VII. COURSE OUTLINE ADDENDUM:**

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

## VIII. METHODOLOGY

This course is designed to facilitate conversations and learning as a group, with guidance provided by SSW faculty. 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 issued a failing grade or their mark will be reduced by one grade if less than 80% of classes are attended.** The Professor reserves the right to ask for medical verification of absence. Class attendance and interactions will be reflected in the participation and attendance marks. 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, professional behavior as outlined, and participation in class exercises.

## IX: COURSE POLICIES

- Punctual completion of assignments is required as 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 completion of an assignment through email, phone, or 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.
- **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 Office word. You can expect a return email to confirm that your 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).

- If you have a concern about the grade of an assignment, request an appointment to discuss your concerns. To prepare for the meeting, take the time to thoroughly read the feedback provided, and be prepared to discuss specific questions and/or comments. You have 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%20Forms%202008.pdf>
- In-class activities/assignments that are missed cannot be made up except in exceptional circumstances, and with prior approval of the professor. Students who miss the activity without making prior arrangements with the instructor will be given a zero. Students who miss in-class activities that are graded due to unsubstantiated absence cannot make those up.
- Students are referred to the Student Portal for additional course outline materials.