SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE: SSW Practice with Specialized Populations

CODE NO. :   SSW 209   **SEMESTER:**   2

PROGRAM: Social Service Worker Program

AUTHOR: Judi Gough, MSW, RSW

DATE: Winter 2013   **PREVIOUS OUTLINE DATED:**   Winter 2012

APPROVED: "Angelique Lemay"   Nov/12

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                          DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3

SSW Practice with Specialized   SSW209
Populations

I.   COURSE DESCRIPTION:

This course offers theoretical, research-based and practical information regarding vulnerable populations in Ontario and will provide students the opportunity to learn about the needs, barriers and strengths of these populations. Students will gain basic understanding of the populations studied. Students will learn entry level engagement skills and how to adapt assessment and intervention strategies to address client needs. Emphasis will be on older adults, persons with disabilities, and persons within the Lesbian, Gay, Bisexual, Transgendered, Transsexual, Two-Spirit, Intersex and Questioning (LGBTTTIQ) communities. This course provides a basis for further skill and knowledge development in the SSW 400: SSW Advocacy in a Multicultural Society course.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1.   Identify social work values, ethics and standards of practice universal to social service work practice with all individuals, families, groups and communities.

     Potential Elements of the Performance:

     -   Demonstrate knowledge of Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics
     -   Demonstrate the incorporation of social work values and standards of practice into applied practice
     -   Demonstrate ability to apply social work concepts and principles to understanding strengths and challenges of all populations

2.   Identify and utilize interventions that respect diversity and promote strengths, well-being and facilitate positive change in each population studied

     Potential Elements of the Performance:

     -   Assess, in collaboration with populations served, the social/emotional needs of individuals and groups
     -   Plan selected strategies to foster therapeutic relationships
     -   Identify how to evaluate success of the results of strategies

and how to make necessary adaptations based on outcomes

3. Understand the strengths and challenges for each population studied utilizing an ecological framework

    Potential Elements of the Performance:

    - Utilize a biopsychosocial-spiritual and multi-level (micro, mezzo and macro) approach to assess and plan supports and interventions
    - Demonstrate ability to understand risk and protective factors relevant to each population
    - Discuss the social determinants of health that impact each population

4. Design and implement strategies that promote client advocacy and community education to enhance the resilience, strengths and abilities of each population studied

    Potential Elements of the Performance:

    - Demonstrate ability to use professional literature and research to locate credible data on populations served
    - Demonstrate ability to identify and address areas of strengths and risk within each population
    - Identify existing community resources available to each population

5. Perform ongoing self-assessment to enhance professional competence

    Potential Elements of the Performance:

    - Develop working awareness of personal values and beliefs in relation to populations served
    - Integrate self-assessment into regular practice by expressing in verbal or written form personal thoughts and reactions to course materials in a professional, respectful manner
    - Develop a personal plan to address potential biases that may negatively impact on professional practice or that are incongruent with social work ethics and values

SSW Practice with Specialized   SSW209
Populations

III. TOPICS: The course will include, but not be limited to the following topics (additional topics will be discussed as time permits/need is identified)

1. Demographics of each population
2. Both common and unique strengths and needs of each population in relation to social determinants, quality of life, social support and advocacy
3. Community services/supports
4. Effective engagement, assessment and intervention strategies relevant to each population
5. Role of SSW's in supporting individuals and groups within each population
6. Developing ability to resource self as a professional to learn about and keep updated on needs of/effective interventions related to each population

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

SSW209 - SSW Practice with Specialized Populations (Special Bundle). Pearson Education.

Journal, newspaper, website and other readings will be assigned on an ongoing basis. Articles may be posted on LMS and/or provided to students.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Interview with an older adult   30%
2. In class activities/case studies/
   Participation/professional development   20%
3. Reflection paper   15%
4. Midterm and Final exams   30%
   Participation/professional   5%
   development as described at end of outline

   Further detail will be provided in the addendum distributed in class or posted on LMS.

The following semester grades will be assigned to students:

SSW Practice with Specialized   SSW209
Populations

Grade	Definition	Grade Point Equivalent
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: 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. Late arrivers are welcome to join the class after the first break. Students who miss more than 60% of class time may be issued a failing grade or their mark will be reduced by one grade if less than 60% of classes are attended.

SSW Practice with Specialized   SSW209
Populations

VII.   COURSE OUTLINE ADDENDUM:

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

VIII.   ASSIGNMENTS:

Students are expected to follow APA guidelines for written assignments, including cover pages, etc. Students are expected to use faculty feedback, Cites and Sources, the Library, Write Place, and other resources to develop their written skills. Assignments must be word processed and stapled. The late coupon can be used for one assignment. <u>Students must email the professor ahead of the due date that the coupon is being used, and the assignment is due at the beginning of the next class with the coupon attached</u>. The coupon is posted on LMS. To be accepted by the professor, all assignments must be submitted at the beginning of class, stapled and word-processed.

IX.   CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

ALL EXPECTATIONS MET   5%

- ❑ Demonstrates excellent preparation for class: has read assigned material and references this in class
- ❑ Contributes in a significant way to ongoing discussions
- ❑ 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
- ❑ No inappropriate use of laptops, cellphones or other technology
- ❑ Consistently uses LMS as required for course
- ❑ Has attended at least 90% of classes

MOST EXPECTATIONS MET   4
- ❑ 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

SSW Practice with Specialized   SSW209
Populations

- 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
- Consistently uses LMS as required for course
- No inappropriate use of laptops, cellphones or other technology
- Has attended a minimum of 80 – 90% of classes

SOME EXPECTATIONS MET, SOME CONCERNS NOTE 3
- 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.)
- LMS not regularly accessed and interferes with staying current with course communications and expectations
- Has attended less than 80 % of classes

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED   0- 2

- 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.)

SSW Practice with Specialized Populations   SSW209

- ❑ Infrequent use of LMS which impacted remaining current with course communications and expectations
- ❑ Frequent absence has impacted ability to participate

January 2013