

I. COURSE DESCRIPTION

This course is designed as a co-requisite to Fieldwork. The seminar is intended to support and enhance the students learning and growth within their placement setting. Within an atmosphere of trust and respect, students will have the opportunity to share experiences, resources, strengths and challenges. Toward this end, students will be required to share their experiences from their placement site. Entry level SSW professional/academic knowledge will be reviewed to assist in application in human service field. Demonstrated evidence of integration of vocational outcomes is expected as students prepare for entry level Social Services Worker positions.

As the class is structured as a seminar, students are expected to participate fully in all class activities. Emphasis on how each student contributes to their own, and others learning, is integrated throughout the seminar.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

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

1. Engage in reflective professional practice, on-going self-assessment demonstrating entry level readiness for SSW profession.

Potential Elements of the performance:

- a. Establish learning goals for oneself to enhance fieldwork performance and readiness for SSW employment
 - c. Access and utilize resources and self-care strategies to enhance personal growth
 - e. Act in accordance with ethical and professional standards expected as a graduating student
 - f. Apply organizational and time-management skills
 - g. Evaluate own performance using College reporting formats and evaluations
2. Identify and use professional development resources, strategies and activities demonstrating integration of social work theory and practice.

Potential Elements of the performance:

- a. Seek and utilize supervision/consultation as necessary and appropriate
- b. Determine current skills and knowledge and remain receptive and responsive to feedback
- c. Identify and engage in professional development activities to promote readiness for graduation
- d. Develop professional resume/portfolio/identity assignment reflecting SSW skills and knowledge
- e. Identify and integrate SSW skills/knowledge associated with fieldwork by drawing upon academic program of study

3. Communicate clearly, concisely and correctly in the written, spoken and visual format to meet assignment criteria, and the needs of audiences.

Potential Elements of the performance:

- a. Plan and organize communications according to the purpose and audiences, by completing various written and oral reports as outlined herein &/or expected in fieldwork setting
 - b. Produce material that conforms to the conventions of the chosen format
 - c. Incorporate various presentation formats including written, oral, visual, and computer-based
 - d. Evaluate communications and adjust for any errors in content, structure, style and mechanics
4. Maintain effective working relationships with consumers, colleagues, peers, faculty, and supervisors.

Potential Elements of the performance:

- a. Demonstrate skill in teamwork, problem-solving and decision-making by actively contributing to class case discussions, group activities
 - b. Complete assigned tasks successfully while working with others/fieldwork staff
 - c. Demonstrate collaborative/respectful relationships with others and conflict-resolution skills both in class/fieldwork
 - d. Use appropriate relationship-building techniques & SSW helping skills/practice models with clientele served
5. Develop and apply micro, mezzo and macro-level social service work techniques at a graduating level.

Potential Elements of the performance:

- a. Identify major presenting issues of client populations and/or community groups utilizing a holistic understanding of social issues
- b. Apply a variety of assessment & intervention strategies in accordance with best practice and SSW scope
- c. Demonstrate familiarity with structural factors (government, societal) that impact clientele served & engage in effective SSW advocacy work as deemed appropriate
- d. Identify and understand social work practice frameworks and applicable change process

III. REQUIRED RESOURCES/TEXTS/MATERIALS

Students will be required to obtain the following resources:

1. Ward, k. & Mama, R.S.M. (2010). *Breaking out of the Box: Adventure-Based Field Instruction*. 2nd ed. Chicago: Lyceum Books.
2. Social Service Worker Program Field Placement Manual (distributed in class & posted on LMS)

IV. METHODOLOGY

The seminar is designed to facilitate conversations as a student group, with the SSW faculty. There will be some lecture; however, students will be expected to actively contribute to the learning process in this course. Students will be encouraged to facilitate discussions to enhance their leadership and preparedness for the social services field. The professor may provide supplementary materials.

* The provisions of the "Social Service Worker Program Policies" will apply at all times in this course, especially with regard to confidentiality and reporting format.

V. REQUIREMENTS

1. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics.
2. Regular attendance and punctuality at Seminar is expected. Eighty percent of class hours per semester is the minimum requirement. Attendance is critical to promote student responsibility and professional commitment for individual and group learning, self and professional development. Reasonable allowance is made for illness and emergencies - the professor reserves the right to ask for verification of absence in any case. Excessive illness will need medical attention and should be discussed with the instructor.
3. **Students who have an attendance rate that is less than 80% of class, the consequences will be one or more of the following:**
 - a) A grade reduction of up to 10% (determined by number, frequency and reasons for absences)
 - b) Placement/Seminar review/suspension or withdrawal from the course and field,
 - c) Meeting with faculty, Program Coordinator and/or Dean to develop an academic contract to address the attendance issues while maintaining the course outcomes/expectations
 - d) Failure of seminar and field placement.
4. Expected Classroom Etiquette: 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 learning: they are not to be used in class unless for a reason negotiated in advance with the professor. Inappropriate use of laptop or cell phones will not be tolerated.

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.

5. Punctual completion of various assignments and readings is required. Late submission of assignments is strongly discouraged, and acceptance of late assignments is at the discretion of the professor. Grades for late assignments will be reduced by 10% of the total worth of the assignment per day (including weekends) unless there are substantial and substantiated reasons (as determined by the professor) for late submission. Assignments will not be accepted after 7 days following the due date.

6. Assignments completed with significant (more than 5-10) writing errors or non-compliance with APA standards will not be graded. Students may be provided one week to re-submit in accordance with the SSW program/professional writing requirements when the professor deems appropriate.
7. Where special needs students require accommodations/extensions regarding assignments, course expectations or testing, it is understood that the student will proactively discuss, communicate and negotiate with the professor. Student is encouraged to use utilize the special needs office to assist in this process when needed.

VI. EVALUATION PROCESS/GRADING SYSTEM:

GRADING

The final grade will be calculated according to the description of requirements of each assignment, and within the participation/professional development mark. Expectations of all assignments will reflect the faculty's expectations that the student possess the attitudes, knowledge, and skills of a graduating Social Service Worker student. The assignments outlined below are proposed and will be discussed in the first seminar class. They may be revised according to class discussion of learning needs and professor discretion. Further information will be provided in the addendum and posted on LMS.

1.	Portfolio	15%
2.	Seminar &/or Fieldwork Reflective Assignments	20%
3.	SSW Professional Identity Assignment	15%
3.	Chapter Summaries/Questions	25%
4.	Participation & Skill Development	25%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
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: 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. 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.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. Professor will review and post on LMS.

Skill Development & Participation Grading Criteria**ALL OR MAJORITY OF EXPECTATIONS MET (20-25%)**

- Demonstrates excellent preparation for class: has read assigned material, references this in class, completes assigned assignments
- Analyzes and applies readings to other course material and personal/professional experience
- Contributes in a very significant way to ongoing discussions, keeps discussion focused and respectful, and responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates effective problem-solving skills
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates excellent level of self-understanding and commitment to personal and professional development
- Written and verbal communication skills fully meets expectations and/or evidence of significant strengths
- Attends all of scheduled seminar classes
- Shows evidence of "journaling fieldwork experience" as required by professor in a thorough manner showing sound reflective practice skills
- Consistent use of LMS to maintain communication regarding course-related activity/information
- All seminar/fieldwork assignments/expectations submitted on time and thoroughly completed
- Maintains expected or exceeds expected professional ethics and behaviour (i.e. respect, confidentiality)

MOST EXPECTATIONS (15-19%)

- Demonstrates good preparation for class, knows some of the material, completes majority of class assignments
- 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 expected level of risk taking, skill development in verbalizing questions
- Demonstrates expected level of problem-solving skills
- Demonstrates consistent involvement in most aspects of course
- Consistent use of LMS to maintain communication regarding course related activity/information
- Demonstrates expected level of verbal/written communication skills
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Most seminar/fieldwork assignments completed on time and meets expectations
- Shows evidence of "journaling fieldwork experience" yet not always or shows average ability to engage in reflective practice
- Attends 80% or more of seminar classes as expected, 1-2 absences may occur but student notifies professor in advance
- Maintains expected professional ethics and behaviour (i.e. respect, confidentiality)

SOME EXPECTATIONS MET, CONCERNS NOTED (12-16 %%)

- Demonstrates adequate preparation, knows basic material, completes some of the in-class and assigned mini-assignments
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Some concerns noted with effective verbal/written communication skills
- Inconsistent use of LSM impacting on staying current with course related activity/information
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates beginning level of problem-solving skills
- Demonstrates involvement in some aspects of the course
- Some difficulties noted regarding professional ethics/behaviour
- Level of self-understanding is beginning to form, however, evidence of difficulties integrating feedback and/or follow through of recommendations to enhance this area
- Occasionally disruptive, (involved in side discussions and reading other material during class etc., does not contribute verbally/actively in class discussions)

- Seminar/fieldwork assignments incomplete, late or concerns noted in quality of work
- Shows minimum evidence of “journaling fieldwork experience” or inconsistent evidence. Has some difficulty engaging in reflective practice documentation
- Attends seminar below the expected 80% and/or absences are not explained in advance of class missed

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED (0-12%)

- Demonstrates minimal preparation, lack of knowledge of material, incompleteness of mini-assignments and/or other assignments required
- Body language/Non-verbal communication is not congruent with professionalism and/or has given the impression of disinterest in content of class
- Significant concerns noted in written/verbal communication skills
- Participates usually only when called on, does not display initiative, ability to verbalize/share with peers/professor/interpersonal communication skills in class
- Demonstrates minimal or significant effort/skill in problem-solving skills
- 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
- Inconsistent use of LMS impacting on staying current with course related activity/information
- Significant difficulty noted maintaining professional ethics/behaviour
- 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 (does not show evidence of improving areas identified, does not engage in self-reflections/critical thinking)
- Demonstrates consistent difficulty completing fieldwork/seminar assignments as instructed, in a timely and professional manner
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- Rarely or minimally shows evidence of “journaling fieldwork experience” and/or inability to engage in reflective practice documentation
- A pattern of absences/lack of punctuality noted, does not adhere to attendance requirements