

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Foundations for Social Services Fieldwork and Practice

CODE NO. : SSW 105 **SEMESTER:** 1

PROGRAM: Social Services Worker

AUTHORS: Judi Gough, MSW, RSW
Leanne Murray, MSW, RSW

DATE: Sept/2005 **PREVIOUS OUTLINE DATED:** Sept/04

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 3

PREREQUISITE(S): Enrollment in program

HOURS/WEEK: 3

Copyright ©2005 The Sault College of Applied Arts & Technology
*Reproduction of this document by any means, in whole or in part, without prior
written permission of Sault College of Applied Arts & Technology is prohibited.*
*For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689*

I. COURSE DESCRIPTION

This course is designed to introduce students to Social Service Work practice and to provide an environment to enhance student's academic, field, and professional success. The fundamental goal of the course is to prepare students for social service work practice by introducing the profession of social service work, the guiding values and principles of the profession, and the practice frameworks used to effect change. Students will learn the basic knowledge and skills required within the profession. In addition, the course will assist students to understand and maximize future field placement training opportunities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

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

1. Express knowledge of the Social Service Worker Profession

Potential Elements of the Performance:

- Describe the basic purpose and functions of the social service work profession
- List the basic values and ethical considerations of the SSW profession
- Describe and compare several of the theories, models and perspectives used in the social service work profession
- Describe the phases of the planned change process
- Demonstrate a beginning understanding of the scope and range of SSW practice

2. Identify and utilize learning success strategies for the College SSW experience.

Potential Elements of the Performance:

- Utilize an appointment/agenda book/electronic calendar/palm
- Demonstrate knowledge of College learning and support resources (location, how to access)
- Demonstrate effective writing skills required for the profession
- Demonstrate effective organizational and time management strategies
- Identify stress management strategies
- Demonstrate comfort and ability with technology (computer, internet, fax, phone, photocopy, email etc.)

3. Demonstrate knowledge about community resources and the social services system. Describe the role and function of the SSW in the community.

Potential Elements of the Performance:

- Describe how the generalist perspective is applied in social work practice.
- Identify and understand the various social service worker roles, functions and responsibilities within the social service system
- Demonstrate networking skills and knowledge of community services (both formal and informal)
- Plan, prepare and conduct a 'site visit' and report on it
- Familiarization with local social services (incorporating knowledge of services based on classmates site visits)

4. Utilize effective interpersonal and helping skills as related to the role of a SSW.

Potential Elements of the Performance:

- Demonstrate effective team work, problem-solving, and collaborative learning skills in class
- Active participation in class activities, discussions, role-play situations and field site visits
- Describe how self-understanding and self awareness relate to professional development and practice
- Assess, reflect and act upon constructive feedback from others
- Describe the basic elements of the helping relationship
- Understand and use basic interviewing skills
- Plan and present both verbal and written reports

5. Demonstrate an understanding and readiness for social service worker fieldwork training.

Potential Elements of the Performance:

- Read, understand and be able to discuss College and SSW policies related to placement performance, including (and not limited to) confidentiality, dual relationships, conflict-of-interest, health & safety, boundaries (personal, ethical/professional/ legal), and vicarious liability
- Identify common concerns of beginning helpers (diversity issues, dealing with self doubts, transference/counter-transference, personal safety)
- Explain and describe the student SSW role with respect to fieldwork
- Recognize and adhere to College and Professional guidelines
- Understand the context of an agency setting for the role of a SSW
- Explain how to use supervision effectively
- Demonstrate punctuality, attendance and professionalism

III. TOPICS

- Succeeding in the Sault College SSW program. Introduction and overview of program.
- The scope and nature of SSW-related services and the profession
- Overview of the professional domain, history of the profession of social work, values and ethical base of the profession, and roles and functions of social service work
- The generalist perspective and the empowerment philosophy emphasized within the program and profession
- Making the most of Field Placement.
 - Discussion of myths, expectations, roles, supervision, assertiveness and communication skills.
 - Conflict resolution.
 - Legal and ethical considerations
 - Understanding an agency setting
- Self and professional awareness and development

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Each student must purchase a copy of the following, and bring to all classes:

- Hick, S. (2005). *Social Work in Canada: An introduction*. Toronto: Thompson Educational Publishing, Inc.
- A daily planner/schedule book/agenda: student choice, but must have space for a daily entry

A copy of the Sault College of Applied Arts & Technology, SSW Field Placement Manual will be distributed by the Professor, and must be retained for use in all four semesters of the SSW program.

V. EVALUATION PROCESS/GRADING SYSTEM

1. Community/Social Service Agency Site Visit Report (25%)
2. Self-reflection/awareness paper & Learning Plan (15%)
3. Mid-term Exam (25%)
4. Participation & Attendance (10%)
5. Final Exam (25%)

Participation and Attendance:

Regular attendance and punctuality is expected: attendance and participation are two separate entities. Students are expected to demonstrate professionalism within the classroom setting and to actively participate and contribute in class and demonstrate respect for others. See attendance requirements as detailed above. See 'CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES' below for details on expectations regarding participation.

Grade: 10%

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. 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary institutions. Copies of course outlines are also required for a portfolio assignment to be begun in Winter Seminar class.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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 learners and the availability of resources.

Substitute course information is available in the Registrar's office.

Methodology:

This course is designed to facilitate participatory conversations and learning as a group with SSW faculty. There will be lecture, however, students will be expected to actively contribute to the learning process.

VIII. COURSE POLICIES:

1. Regular attendance and punctuality is expected. Ninety percent of class hours per semester are the minimum requirement. Grade will be reduced if attendance falls below 90% by 1% per class hour missed. Students may be asked to repeat the class if less than 60% of classes are attended. The Professor reserves the right to ask for verification of absence.
2. All attempts are made by the Professor to start and end classes on time. Students who arrive late for class may not be permitted entry, and those who chronically arrive late will be asked to meet with the Professor. Marks will be deducted for chronic lateness and will be reflected in the class participation mark.
3. Punctual completion of assignments is required. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (including weekends). No late assignments will be accepted after one week following the due date. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment.
4. All submissions must be typed and referenced according to APA format unless otherwise stated by the professor.

5. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom professional behaviour that will be expected in Field Placement experiences, and in the profession.
6. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
7. The provisions of the Social Service Worker Program Policies will apply at all times in this course, especially with regard to confidentiality/limits to and reporting format (to be described in class).
8. Beverages/food are allowed in class on the condition that students dispose of garbage, and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.
9. Students have the right and are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment, or overall mark in the course, they must email the professor and request an appointment to discuss this issue. Students are expected to come prepared to the meeting with a written summary of their concerns, comments, etc.

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.

ASSIGNMENTS**Assignments:****(1) Site Visit Plan Assignment:****Total value: 25%** (Part A: 5%, Part B: 15%, Part C: 5%)

*** We will assign site visit locations in class, and will plan for a variety of agencies to visit. This assignment will be completed in teams of two students.**

(Part A) Students are expected to submit a pre-site visit plan to the professor. This plan must include the following:

1. Name of agency planning to visit
2. Name and position of agency contact person (who student(s) plan to interview)
3. Address and phone number of agency
4. Date and time of interview appointment
5. A plan for how the questions will be asked, and what additional questions will be included at the time of the interview (i.e., other questions specific to the agency).

Due Date: September 21

Grade: 5% (of assignment grade)

(Part B) Community/Social Service Agency Site Visit Report

Students are to submit a typed, double-spaced, 12 font report summarizing their findings from the community/social service agency site visit. Students are encouraged to discuss the following topic areas in their written report. Organize the information within each of the following headings:

- A. date of visit
- B. agency person(s) with whom the visit was conducted
- C. location/name of agency/phone number/email number/Internet site address
- D. mandate (purpose) of agency/goals
- E. source of the mandate (from where do they get their authority or money – is there any governing legislation, or governing body, to whom the staff/agency is accountable? Is it a private or public agency?)
- F. field(s) of services: aged, children, substance abuse, mental health, etc.
- G. nature of client population served (who is service provided to: gender, age, need, any particular factors need to be present to be eligible for service)
- H. history of the service (how long in community, province, country, etc.)
- I. scope of the service (geographic; SSM, Algoma District, province, country, international)
- J. methods used to evaluate service (client input, surveys, Ministry evaluations, etc.)
- K. types of positions in the agency (i.e., case manager, support staff, social worker, etc.)

- L. variety of professions represented on staff (not the names of staff: identify their professional designations, for example, speech therapists, child and youth workers, social workers, social service workers, etc.)
- M. nature of staff supervision and evaluation: who is responsible for supervising and evaluating staff?
- N. role of SSW (actual or perceived). Are there social service workers on staff, and if so, what is their role?
- O. Has agency accepted SSW students in past? If so, what have been some of the activities?
- P. Internet site description: find the address, visit the website and be prepared to comment on it during the interview. Expand on your knowledge of it with any questions that you might have, based on its information.
- Q. Other
 - *Other requirements may be added subsequent to class discussions*
 - Copy of 'thank you' note* (mandatory) The note is not to be sent until it has been reviewed by the Professor. It can be a written note in a card, or a typed or written letter. It must be free from spelling and grammatical errors before it is sent out. Submit it at the time the report is submitted.

Due Date: November 9

Grade: 15% of assignment grade

(Part C) Class Presentation:

Each student team will be expected to present their findings from the agency visits to the class. A one-page handout summarizing important points (agency name, address, phone number and website address, primary services provided and client population served) is to be made available to the class. You have a choice of emailing me the handout one week prior to class for posting on WebCT, providing me with a copy (email or hard copy) one week prior to the presentation for copying for the class, or providing copies yourselves on the day of the presentation. The handout is expected to assist other classmates in learning about community resources and social service agencies. An example will be provided. Handout information not received one week prior to the class will not be copied by the profess or posted on WebCt, but must be copied and distributed by the student team. Ensure that all of the information is correct. Inaccurate information will impact the mark.

The information is expected to be approximately 10 minutes in length. You have the option of using PowerPoint, overheads, or just verbally sharing the information , along with the handout.

Due Date: to be scheduled during November and December classes

Grade: 5% of assignment grade

(II) Self Reflection/Awareness Paper & Learning Plan:

Students will be expected to complete an essay (minimum of four (4) pages, double spaced, 12 font) that will examine the following:

1. Discuss your main reasons for wanting to become a helper (SSW).
2. Describe factors/role models that have influenced your thoughts/ideas of what it means to be a helper.
3. Discuss your values, beliefs and attitudes and how they will influence your social service work practice.
4. Describe your personal strengths, characteristics and qualities that prepare you well for this profession.
5. Discuss current concerns/barriers or limitations that you believe may hinder your social service work practice.
6. Develop a personal/professional-learning plan (include a minimum of 3 goals with specific strategies, outcomes, time frame) that will address your identified needs/concerns.

Due Date: November 3, 2004

Grade: 15%

Mid-Term & Final Exam

A mid-term test and final exam will be scheduled in class by the professor. The professor will provide additional instructions and exam preparation.

Mid-Term Exam Date: October 19th, 2005

Value: 25%

Final Exam Date: December 14, 2005

Value: 25%

ASSIGNMENT SUMMARY

ASSIGNMENT	September	October	November	December	November/December
Agency Visit: (total value of 25%)	September 21: Part A due (5%)		November 9: Part B due (15%)		Presentations in November and December (5%)
Self Reflection			(15%) November 3		
Mid-term exam		October 19 (25%)			
Final Exam				December 14: Final exam (25%)	
Participation				(10%)	

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**ALL EXPECTATIONS MET 10 points**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Analyzes and applies readings to other course material and personal/professional experience
- 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

MOST EXPECTATIONS MET 8 - 10 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
- Demonstrates adequate level of self-understanding and commitment to personal and professional development

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 6-8 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.)

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-5 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
- Is disruptive (frequent side discussions, reading other materials during class, etc.)