



**I. COURSE DESCRIPTION**

This course is designed to introduce CICE students to the profession of Social Work and 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 ethics, values and roles of the profession, and the practice frameworks (theories and models) used to create change. Students will be introduced to the theoretical knowledge and practice models required within the profession.

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

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1. Express understanding and knowledge of the history and current status of the Social Service Work Profession

Potential Elements of the Performance:

- Describe key historical influences in the development of the profession of social work
- Describe the mission, purpose and functions of the Social Work profession
- Describe and demonstrate a basic understanding of the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics
- Demonstrate basic ability to locate and utilize the website and contents of the OCSWSSW

2. Engage in self-reflection and skill development that promotes understanding of the "SSW/Helping Professional" role and consistency with the SSW professional standards.

Potential Elements of the Performance:

- Demonstrate a beginning understanding of the scope of practice and range of SSW roles
- Identify personal values/beliefs/attitudes about helping & "help-seeking behaviours"
- Describe the basic values and ethics of the profession
- Demonstrate ability to "model" SSW values/ethics in the classroom
- Demonstrate willingness to "risk" and learn in order to demonstrate integration of theories studied
- Model respectful, non-judgmental verbal/non-verbal communication strategies

3. Identify and utilize learning success strategies for the College SSW area of study experience.

Potential Elements of the Performance:

- Demonstrate knowledge of College learning and support resources (location, how to access, resources available)
  - Demonstrate effective writing skills required for the profession and ability to seek assistance in developing written skills, as required
  - Demonstrate effective organizational and time management strategies (i.e., use of an appointment/agenda book/electronic calendar/palm to track academic commitments, ability to meet deadlines, etc.)
  - Identify and utilize stress management and personal success strategies
  - Demonstrate ability to learn and use technology as required by the program and profession (i.e., computer (internet, LMS, email, word processing, etc.) photocopy machine, etc.)
  - Demonstrate organizational skills
- 4 Demonstrate ability to understand and apply key social work theories, concepts and models

Potential Elements of the Performance:

- Identify and describe key theories, models and perspectives used in the Social Service Work profession (i.e. Anti-oppressive, structural, generalist, strengths-based, aboriginal, feminist)
  - Demonstrate understanding of the basic concepts of power, values, social justice, oppression, equality and diversity from an anti-oppressive social work stance
  - Demonstrate understanding of how to apply theories/models from an evidence-based approach
  - Describe generalist practice principles and demonstrate understanding of the levels of generalist practice: micro, mezzo and macro
  - Show beginning level critical thinking skills regarding theories studied
5. Demonstrate ability to successfully participate within a team approach

Potential Elements of the Performance:

- Demonstrate effective interpersonal, team work and collaborative learning skills in class

- Demonstrate reliability as required in a team approach
- Demonstrate ability to constructively and clearly communicate with team members
- Demonstrate ability to problem-solve and proactively address differences within the team
- Demonstrate ability to seek consultation as appropriate/required
- Actively participate in class activities, discussions, and role-play situations
- Assess, reflect and act upon constructive feedback from others
- Plan and present (as relevant) both verbal and written reports

This course addresses the SSW vocational outcomes (#1, 2, 3, and 7) related to development of professional and ethical relationships, identification of micro, mezzo and macro level challenges and interventions, recognizing diversity and effective community responses, and strategies for developing self awareness and self care plans. Additionally, the essential skills outcomes (#1 3, 5 and 6) regarding effective communication, critical thinking, interpersonal skill development and personal management are addressed.

Students are to refer to the Course Outline posted on the portal in addition to this course outline.

### **III. TOPICS**

- Social Service Worker Roles and Practice functions at micro/mezzo/macro level
- Overview of the profession, values and ethical base of the profession,
- Social work theories and models of practice
- Developing a healthy professional and personal self
- Success guidelines for succeeding in the SSW Program
  - What is Social Work/Social Service Work: Current & historical perspective

**IV.**

RESOURCES/TEXTS/MATERIALS: (Note textbooks will be used in other courses in the SSW program)

1. Heinonen, T. & Spearman, L. (2010). *Social Work Practice Problem-Solving and Beyond*. 3<sup>rd</sup> Ed. Toronto: Nelson Education
2. Maclean, S., Harrison, R. Perillo, C. & Martinez-Cedeno, P. (2012). *Theory & Practice A Straightforward Guide for Social Work Students*. Whitby ON: de Sitter Publications

**V. EVALUATION PROCESS/GRADING SYSTEM**

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|--|-----|
| 1. Student Success/Learning Plan   | 10% |
| 2. Self/Professional Reflection Essay  | 20% |
| 3. Theory assignment   | 20% |
| 4. Tests/Exams/Reading Assignments   | 50% |
| 5. Attendance/Participation & Professional Skill Development (must maintain 70% attendance rate) See page 7 of course outline for guidelines |     |

**Note: the SSW0105 course requires a minimum of 60% to be successful in this course. Grades below this will be considered a failure of this course.**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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.

## 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. *It is the SSW program policy that once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room.*

**Students must maintain a 70% attendance rate to be successful in the course.** Students who fall below the expected rate of attendance will be subject to academic penalty (full grade deduction) and/or removal/failure of the course. In exceptional circumstances, students with substantiated and substantial reasons for absences beyond the attendance requirement, the student must meet with professor and be prepared to complete additional assignment to demonstrate core vocational skills related to the course outcomes.

**Other Notes:**

1. Students must be prepared for each class (readings completed) and be willing to actively involve themselves in classroom discussion to promote application of theories studied.
2. Cell phones, pagers, and watches that “beep” must be de-activated or put on “silent mode” during class time. Students may respond to a page or call or may check text messages outside of class. Violations of this may lead to the student being asked to leave the classroom and appropriate sanctions implemented as per Student Code of Conduct. Other types of disruptions will be treated similarly.
3. Laptops are permitted for note-taking purposes only and/or professor directed learning activities. Students are expected to adhere to Sault College Code of Conduct with respect to use of technology in classroom. Professor will monitor and ensure support/compliance.
4. Assignments are expected at the beginning of class on the established due dates. Late assignments will be subject to a 10% per day late penalty (including weekends).
5. Students who are absent for substantial reason when assignment is due, may email the assignment to the professor through LMS. A hard copy is expected upon return to College.
6. Students may negotiate extensions for assignments one week in advance of due date for substantial reasons. Approval at the professor discretion.
7. Assignments cannot be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.
8. Students are responsible to contact the professor directly and immediately when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor immediately and prior to the beginning of scheduled exam requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor’s discretion. Generally, this is granted only for exceptional circumstances.
9. Students are to view the classroom as opportunity to “model” and “practice” SSW values and ethics of professionalism, thus classroom behavior is to reflect respect, ability to effectively work with others, communicate and problem-solve. See page
10. Students are reminded of the need to be familiar with the SSW program policies and the Sault College Student Code of Conduct.
11. LMS is the Sault College primary learning management system and it is expected that students familiarize with and use LMS to encourage success/regular communication with professor/review course materials/announcements.

**VII. COURSE OUTLINE ADDENDUM:**

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

### ***CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES***

#### ***ALL EXPECTATIONS MET***

- ❑ Demonstrates excellent preparation for class: has read assigned material and references this in class discussions
- ❑ 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**

- ❑ 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
- ❑ 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 70– 80% of classes

#### **SOME EXPECTATIONS MET, SOME CONCERNS NOTED**

- ❑ 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 70% of classes

**FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED**

- ❑ 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.)
- ❑ Infrequent use of LMS which impacted remaining current with course communications and expectations
- ❑ Frequent absence has impacted ability to participate (attendance below expected 70% rate)

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.