



- I. **COURSE DESCRIPTION:** In this course, students become familiar with the range and scope of practice of Social Service Work (SSW), and the nature of local service deliverers. The course is the introduction to field placement training, and to College learning methodologies generally.

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

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

1. Identify learning success strategies for the College SSW experience.

Potential Elements of the Performance:

- use a schedule/appointment book (also known as an agenda)
- know where various College learning support resources are located and how to access them
- identify a personal wellness and study plan
- manage time and demonstrate organizational skills
- identify personal stress management strategies

2. Express knowledge of relevant legislation and policies

Potential Elements of the Performance:

- either recite or paraphrase College and SSW policies related to placement performance, including (and not limited to) confidentiality, dual relationships, conflict-of-interest, boundaries (personal, ethical/professional/ legal), and vicarious liability
- be able to identify relevant legislation that affects or governs placement sites
- identify diversity issues related to placement and client populations

3. Describe the scope of services available locally and the role of the SSW in each.

Potential Elements of the Performance:

- prepare for, and conduct a 'site visit' and report on it
- be conversant in the reports of classmates from their site visits
- obtain, or create, a 'service directory/resource bank'
- observe agency/service Internet sites

4. Demonstrate effective communication and problem solving skills.

Potential Elements of the Performance:

- participate in role-play situations
- prepare reports on case studies
- demonstrate ability to work in teams
- evaluate own thinking in the problem-solving process

5. Explain role of SSW student

Potential Elements of the Performance:

- describe role
- explain how to use supervision

6. Use technology to enhance the learning process

Potential Elements of the Performance:

- participate in email communication
- demonstrate Internet familiarity including how to select valid/reliable Internet sites, and how to avoid plagiarism
- submit reports in word processing format, either in hard copy or via email

**III. TOPICS:**

1. Succeeding in the Sault College SSW program
2. The scope and nature of SSW-related services and the profession.
3. The ethics and laws/policies related to placement.
4. Communication and problem-management
5. Supervision and goal-setting
6. Technology in the SSW field

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

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

- a daily planner/schedule book/agenda --- various types are available, but it must have space for daily entry.
- Available in the bookstore, and the mandatory text for this course: Baird, B. (1999). The Internship, Practicum and Field Placement Handbook: A guide for the helping professions. Prentice-Hall.

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

1. Completion of various assignments from the textbook (20%)
2. Report on site visit (15%)
3. Personal learning plan (10%)
4. Class participation and analysis of exercises (25%)
5. Exam (30%)

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%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	

NR                      Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

**VI. SPECIAL NOTES:**

Course Policies:

1. Food may be eaten after class time.
2. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
3. Due to the nature of some discussions, students who arrive late for class may not be permitted entry.
4. Confidentiality is expected at all times, within the limits that will be described.

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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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 postsecondary institutions.

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 learner and the availability of resources.

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

**VII. 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.

**VIII. 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.

### **SSW Fieldwork Preparation – Site Visit**

Steps:

1. Decide, in class, on site chosen and receive approval from Professor --- duplication is discouraged and may be denied. Choosing a site for this assignment may have no impact on any later decision regarding actual field placement.]
2. Review procedures for contacting site and setting up visit.
3. Make contact and set up visit.
4. Prepare for visit.
5. Conduct visit.
6. Write report and submit by the deadline.

Report on Site Visit for SSW Fieldwork Prep.--- outline

- date of visit
- location/name of agency/phone number/email number/Internet site address
- agency person(s) with whom the visit was conducted
- mandate of agency
- 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?)
- nature of client population served
- mission and goals of agency
- history of the service
- scope of the service (geographic; practical)
- how they evaluate their service
- professions represented on staff (not the names of staff, just their professional designations)
- nature of staff supervision and evaluation
- role of SSW (actual or perceived)
- Internet site description
- Personal impressions
- Copy of ‘thank you’ note

Other requirements may be added subsequent to class discussions.