

I. COURSE DESCRIPTION:

This course is designed to introduce students to Social Service Work practice and to provide a milieu to enhance student's academic, field, and professional success. The fundamental goal of the course is to prepare students for professional social service work practice by teaching the basic values, knowledge and skills required within the professional helping field. In addition, the course will promote successful transition to College life and 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. 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)
- Describe the essential elements of a personal learning plan
- Prepare and evaluate a personal/professional learning plan
- Demonstrate effective organizational and time management strategies
- Identify stress management strategies
- Demonstrate comfort and ability with technology (computer, internet, fax, phone, photocopy, email etc.)

2. Express knowledge of the Social Service Worker Profession

Potential Elements of the Performance:

- Describe the basic purpose and functions of the social work profession
- List the basic values and ethical considerations of the SSW profession
- Demonstrate a beginning understanding of the scope and range of SSW practice
- 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
- Identify common concerns of beginning helpers (diversity issues, dealing with self doubts, transference/counter-transference, personal safety)

3. Demonstrate knowledge about community resources and the social services system. Describe the role of the SSW in the field and the importance of networking skills.

Potential Elements of the Performance:

- Demonstrate beginning professional interviewing/networking skills
- Plan, prepare and conduct a 'site visit' and report on it
- Familiarization of local social services (be conversant in the reports of classmates from their site visits)
- Development of a 'service directory/resource bank'
- Identify and understand the various social service worker roles, functions and responsibilities within the social service system

4. Apply effective interpersonal and communication skills.

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
- Plan and prepare both verbal and written reports

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

Potential Elements of the Performance:

- Explain and describe the student SSW role
- Recognize and adhere to College and Professional guidelines, rules, values
- Explain how to use supervision effectively
- Demonstrate punctuality, attendance and professionalism

III. TOPICS:

The following topics *may* be discussed.

1. Succeeding in the Sault College SSW program. Introduction and overview of program. Learning strategies including collaborative group learning and personal learning plans.
2. The scope and nature of SSW-related services and the profession. Briefly discuss the professional domain, principles of the profession and roles and functions of social service work. Develop an appreciation of strengths-based philosophy.
3. Making the most of Fieldwork training. Discussion of myths, expectations, roles, supervision, assertiveness and communication skills. Conflict resolution. Legal and ethical considerations.
4. Self and professional awareness and development
5. Technology and Documentation Requirements 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.
- Sheafor, B. & Horejsi, C. (2003) 6th Ed. Techniques and Guidelines for Social Work Practice. Toronto: Pearson Education Inc

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Community/Social Service Agency Site Visit Report (25%)
2. Self-reflection/awareness paper & Learning Plan (20%)
3. Chapter Summary Report (10 %)
4. Participation & Attendance (20%)
5. Exam (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%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	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 & 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:

Methodology:

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

VI. SPECIAL NOTES:

Course Policies:

1. Regular attendance and punctuality is expected. **Ninety percent of class hours per semester is the minimum requirement.** Grade will be reduced if attendance falls below 90%. Students may be asked to repeat the class if less than 60% of classes are attended. Professor reserves the right to ask for verification of absence.
2. Due to the nature of some discussions, students who arrive late for class may not be permitted entry.
3. Punctual completion of assignments is required. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 1% grade reduction per day (including weekends). Students must complete all assignments in order to be successful in the course.
4. All submissions must be typed and referenced according to APA format unless otherwise stated by the professor.
5. Students must pass the final exam to achieve course credit.
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).

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 _____ or call Extension _____, 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.

Assignments:

Site Visit Plan Assignment: 25%

Students are expected to submit a 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 plans to interview)
3. Address and phone number of agency
4. Date and time of interview
5. A list of at least 10 questions the student plans to ask the professional

Due Date: _____

Grade: 5%

Community/Social Service Agency Site Visit Report

Students are to submit a **typed** report summarizing their findings from the community/social service agency site visit. Students are encouraged to discuss the following topic areas/guidelines in their written report:

- 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)
- Has agency accepted students in past? If so, what have been some of the activities?
- Internet site description
- Personal impressions
- Other requirements may be added subsequent to class discussions
- Copy of 'thank you' note **(mandatory)**

Due Date: _____

Grade: 15%

Class presentation of site visit:

Each student will be expected to present their findings from the community visits to the class. A handout summarizing important points is expected to assist other classmates in learning about community resources and social service agencies.

Due Date: _____ **(to be scheduled by professor)**

Grade: 5%

Self Reflection/Awareness Paper & Learning Plan:

Students will be expected to complete a *minimum* 4 pages, double spaced essay that will examine the following:

1. Discuss your main motives for wanting to become a helper (SSW).
2. Describe factors/role models that have influenced your conception 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.

Students are encouraged to read Chapter 3, 5, and pages 576-580 of the text to assist them in this assignment.

Due Date: _____

Grade: 20%

Chapter Summary Report:

Students will read and summarize one assigned chapter from the textbook as directed by the professor. Summaries must be word processed, double-spaced and with proper referencing. Reports shall include the following:

- Goals/objectives of the chapter
- Concise summary of major themes discussed
- Discuss the application of the chapter to field
- Share your reactions to the chapter

Due Date: _____

Grade: 10%

Participation and Attendance:

Regular attendance and punctuality is expected. Students are expected to demonstrate professionalism within the classroom setting. Students are expected to actively participate and contribute in class and demonstrate respect for others. See attendance requirements above.

Final Exam

A final test will be scheduled in class by the professor. The professor will provide additional instructions and exam preparation. Students must be successful on the exam in order to pass the course.

Date: _____

Grade: 25%