

I. COURSE DESCRIPTION

This course is designed to introduce 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 Work, the guiding ethics, values and principles of the profession, and the practice frameworks used to create change. Students will be introduced to 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 understanding and knowledge of the Social Service Work 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 profession
- Demonstrate a beginning understanding of the scope and range of SSW roles and practice
- Describe and compare key theories, models and perspectives used in the Social Service Work profession
 - systems theory/ecological perspective,
 - evidence-based practice,
 - empowerment theory,
 - strengths-based practice,
 - stages of change theory
- Understand the levels of generalist practice: micro, mezzo and macro

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

Potential Elements of the Performance:

- 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(i.e., use of an appointment/agenda book/electronic calendar/palm to track academic commitments)
- Identify stress management and personal success strategies
- Demonstrate comfort and ability with technology (computer, internet, photocopy, email etc.)

3. 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
- Actively participate in class activities, discussions, and role-play situations
- 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 (as relevant) both verbal and written reports

4. 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, personal safety)
- Explain and describe the student SSW role with respect to fieldwork
- Recognize and adhere to Ontario College of Social Workers and Social Service workers standards of practice and Code of Ethics
- Understand the context of an agency setting for the role of a SSW
- Explain how to use supervision effectively
- Demonstrate punctuality, attendance and professionalism throughout the SSW 105 course

III. TOPICS:

- Succeeding in the Sault College SSW program. Introduction and overview of program. Skills required. Course and program expectations
- The scope and nature of SSW-related services and the profession of social work
- 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
- Models and theories of social work practice
- 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
 - Review of field placement manual
- Basic interviewing skills
- Self and professional awareness and development

IV. METHODOLOGY:

This course is designed to facilitate conversations and learning as a group, with guidance provided by SSW faculty. Students are expected to come prepared to class to participate in discussion and review of course material. Grades assigned for professional development/participation will reflect not only attendance, but the student's knowledge of the content discussed, ability to share thoughts about the material, ability to respect viewpoints different from their own, and professional behaviour.

This class is interactive, and uses lecture, community resources, videos and class discussion to enhance learning the material in class. Attendance is critical. Significant absence will jeopardize student success in the class. Students may be asked to repeat the class if less than 60% of classes are attended. The Professor reserves the right to ask for medical verification of absence. Class attendance will be reflected in the participation and attendance marks.

Students are expected to arrive on time for scheduled classes as this is most conducive to best use of class time and least disruptive to everyone. The professor reserves the right to deny access to the class when a student is late. Where a persistent pattern of lateness occurs, the professor will talk to the student individually to develop solutions to the situation.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Cummins, Linda, Seval, J. and Pedrick, L. (2006). *Social Work Skills Demonstrated*. MA: Pearson Education Inc. This text includes a CD which will be used throughout the course.

Haig, J., Raikes, G. & Sutherland, V. (2003). *Cites and Sources*. TO: Thomson-Nelson.

A copy of the Sault College of Applied Arts & Technology, SSW Field Placement Manual will be distributed by the Professor later in the course, and must be retained for use in all four semesters of the SSW program. Other resources may be required as determined by the Professor throughout the course.

STUDENT RESOURCES: The following are recommended resources.

A History of Social Work: On-line materials: <http://www.socialpolicy.ca/cush>

Ontario College of Social Workers and Social Service Workers:
<http://www.ocswssw.org/>

Text website: <http://www.swskills.com/>

Student Code of conduct

<http://www.saultcollege.ca/StudentServices/Student%20Code%20of%20Conduct.pdf>

Appeals process

<http://www.saultcollege.ca/StudentServices/AppealsProcessFall2005.pdf>

VI. EVALUATION PROCESS/GRADING SYSTEM

1. Mid-term exam (20%)
2. Self-reflection paper/student success plan (20%)
3. Text assignments and/or in-class assignments/activities (35%)
4. Final exam (20%)
5. Participation & Professional Development (5%)

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 - 59%	0.00
F (Fail)	49% and below	
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.

The SSW 105 course requires a minimum of 60% to be successful in this course. Grades below this will be considered a failure of the course.

VII. COURSE POLICIES:

1. Punctual completion of assignments is required. The ability to meet deadlines is a critical job skill.
 - All assignments are provided with due dates well in advance, and are due at the beginning of class on the designated due date.
 - Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day, effective as of that class (including weekends). Late assignments will not be accepted after one week following the due date unless the student has arranged an extension with the professor ahead of time. Students have the option of using a 'late assignment coupon' for one assignment during the course. Refer to the coupon provided at the end of the course outline.
 - Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment.
 - Any requests for assignment extensions must be done in writing through email. Include in the request the assignment that you are referring to, the reason for the extension request, and the time required. Ensure that you receive an email in return confirming receipt of the request. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor. It is the student's responsibility to keep a copy of the email and the response.

2. Email submission of assignments: In circumstances where the student is unable, for **substantial reason**, to attend class when an assignment is due, the student may email the professor to inform them of this, and request permission to submit the assignment by email. The date that the assignment is received will be considered by the Professor as the submission date. The student should expect a return email from the Professor to confirm that their assignment has been received and could be opened. If a response is not received, they are to assume that the assignment was not received by the Professor. It is the student's responsibility to keep a copy of the email and the response. A hard copy of the assignment must be submitted for marking at a mutually agreed upon date (the email copy will not be marked).

3. All assignments must be typed and referenced according to APA format unless otherwise stated by the professor.
4. Students are expected to model, in the classroom, professional behaviour that will be expected in Field Placement experiences, and in the profession. Refer to ' Class participation and Professional Development Guidelines'.
5. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time. Under no circumstances should cell phones be used in class for text messaging. Laptop computers may be used for class related notes or materials only. Students may be requested to leave phones and laptops out of class if a pattern of misuse develops.
6. 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.
7. Food and beverages 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.
8. Exams, tests, quizzes Exams/tests that are missed cannot be made up except in exceptional circumstances, and with prior approval of the professor. Students who miss the test/exam without making prior arrangements with the instructor will be given a zero. The professor reserves the right to determine if a student who has missed an exam/ test will be allowed to make other arrangements for writing the missed exam/test/quiz. Exams cannot be re-written to receive a higher grade.

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 2703 so that support services can be arranged for you.

VIII. 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 2703 so that support services can be arranged for you.

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. The student is encouraged to use the special needs office to assist in this process as needed.

Learning Needs

Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of an assignment they must email the professor and request an appointment to discuss their concerns. To prepare for the meeting, students are expected to come prepared by taking the time to thoroughly read the feedback provided by the professor, and will be prepared to discuss their specific questions and/or comments. A student has the right to appeal the final grade of a course, and should refer to the *Appeals Process* for further details, available at

<http://www.saultcollege.ca/Services/StudentServices/pdf/APPEALSPROCESS%20%20Aug28%202007.pdf>

Communication:

The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

Tuition Default

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as a result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Academic Integrity:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. 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.

IX. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Late assignment coupon

This coupon is good for the acceptance of one late assignment, for up to one week. The assignment must be handed in by the start of the next class period following the due date. The professor must be notified at the time of the assignment due date that the late assignment coupon is being used. This coupon must be attached to the late assignment. It is not valid after seven days following the due date.