

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Seminar I for Social Services Worker
CODE NO. : SSW112 **SEMESTER:** 2
PROGRAM: Social Services Worker Program
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DATE: Jan/07 **PREVIOUS OUTLINE DATED:** Jan/06

APPROVED:

DEAN

DATE

TOTAL CREDITS: 2
PREREQUISITE(S): SSW105 or permission of SSW Program Coordinator
COREQUISITE: SSW110
HOURS/WEEK: 2

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I. COURSE DESCRIPTION:

This course is designed as a co-requisite to Fieldwork 1. The seminar supports and enhances the students' professional learning and growth within both the academic and placement settings. Within a "team" atmosphere, students will have the opportunity to discuss fieldwork observations and experiences, and to develop beginning level social service skills. Self-awareness within the professional field is emphasized. In addition, students will continue to develop professional communication skills. Integration of learning and knowledge from other SSW courses will be referenced.

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

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

1. Initiate and perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the performance:

- *Identify learning objectives for one's professional development and the strategies to accomplish these*
- *Incorporate feedback and suggestions made in the classroom, through supervision, role plays, presentations, and reports*
- *Establish reasonable and realistic personal goals for oneself to enhance self knowledge, care and work performance*
- *Act in accordance with ethical and professional standards*
- *Evaluate own performance using College reporting formats and evaluations*

2. **Develop observation skills and communicate these observations effectively in oral, written, and nonverbal forms.**

Potential Elements of the performance:

- *Collect, analyze and synthesize information and observations from fieldwork experiences*
- *Identify major presenting issues of clients served/community utilizing a holistic, structural understanding and strengths-based perspective*
- *use language in both oral and written reports that is suitable to the profession.*

3. Observe, identify and develop helping skills.

Potential Elements of the performance:

- *Observe and identify skills that promote effective helping relationships*
- *Identify factors affecting the client and the change process*
- *Demonstrate ability to identify strengths, resources and barriers from a “person-in-environment” perspective*
- *Utilize appropriate relationship building techniques such as active and reflective listening, respect, empathy, non-judgment)*
- *Use language in both oral and written reports that is suitable to the profession and reflects a strengths-based orientation*

4. Maintain effective working relationships with clients, consumers, colleagues, peers, faculty and fieldwork supervisors.

Potential Elements of the Performance:

- *Function effectively as a member of a team*
- *Research new strategies that may be needed to increase skills*
- *Evaluate and act upon constructive feedback.*
- *Participate effectively in conflict-resolution process*
- *Demonstrate collaborative and respectful relationships with others*
- *Maintain clear boundaries regarding personal & professional role*
- *Adhere to ethical guidelines (confidentiality, informed consent, scope of practice)*

III. TOPICS:

1. Self awareness & self care and the relevance to our profession
2. How to establish and document effective goals and objectives
3. Stages of fieldwork and the student role in field placement
4. Professional standards and professional behaviour (i.e. boundaries, confidentiality, informed consent)
5. Effective teams (how to consult, conflict resolution skills, seek supervision, role within the “team”)
6. Observational and helping skills
7. Field placement experience will be utilized and processed as part of shared professional learning

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Field Placement Manual (2006). Social Services Worker Program. Sault College of Applied Arts & Technology. Additional readings may be assigned throughout the semester.

V. REQUIREMENTS:

1. Attendance and punctuality at seminar is required. **90% of class hours attended is the minimum standard**, after which marks will be reduced. Allowance for **occasional** and **exceptional** illnesses or emergencies are considered at the professor's discretion. The professor reserves the right to ask for verification of absence in any case. It is the student's responsibility to contact in advance the seminar faculty of an anticipated absence from class by email or by phone. As the seminar is a co-requisite with field, it is mandatory that students attend weekly as this directly affects your continuation in field placement.
2. Seminar is a mutually constructed class. Increased participation will lead to increased learning. Participation at a professional level is expected in seminar. This is a professional responsibility and will be considered a display of commitment to the SSW field. Behaviour that distracts from the group learning will be addressed immediately and may lead to grade demotion and/or removal of the student from the class. Student performance within the seminar group will be evaluated in accordance with the course expectations and the Participation and Professional Development Guidelines.

The professor will track punctuality and attendance. Students who do not meet the attendance expectations will be subjected to one or more of the following consequences:

- a) Reduction of marks (in accordance with the Participation and Professional Development Guidelines).
- b) Suspension or withdrawal from the course and field placement.
- c) Letter of notification to address concerns.
- d) Failure of seminar and field placement.

For class hours missed above the minimum requirement, particularly without any notification to the professor, 1 mark per hour will be deducted from the final grade.

2. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics.
3. Punctual completion of assignments is required. All assignments are provided with due dates well in advance. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (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 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. 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 request was not received by the Professor. The email address to be used is judi.gough@saultcollege.ca. It is the student's responsibility to keep a copy of the email and the response.

Please note that some assignments require field work supervisor's signature.

4. All submissions must be in word processing format unless otherwise indicated by the professor. APA style is required when indicated.
5. Classroom behaviour parallels that which is expected in the professional setting. Classes will start on time, and your prompt arrival contributes to both starting and ending on time. Cell phones disrupt our learning; so do not bring to class. Food and beverages are fine to bring to class if you clean up the litter and do not disrupt the class. Most importantly, when anyone in the class has the floor for speaking, it is the obligation of the rest of the class to LISTEN. This is the critical skill that we learn and use in our profession, and we must model and use it in our own learning environment! We will discuss as a class how we expect this behaviour to be addressed if it is occurring.

VI. EVALUATION PROCESS/GRADING SYSTEM

Self Care Plan due February 13th	25%
Placement Setting Report/Presentation due Feb. 26th	25%
Peer Consultation; to be arranged	20%
Attendance, Participation & Professional Development	30%

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%	
A	80 – 89%	4.00
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.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

Student: _____

of classes attended: _____

MAJORITY OF EXPECTATIONS MET 25-30 points

- Demonstrates excellent preparation for class: has read/completed assigned material and references this in class
- Participates consistently in seminar go-arounds, peer consultations, models beginning social service work skills effectively
- 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
- Attends 90% of scheduled classes and arrives on time
- All expectations/requirements (journals, time sheets, evaluations, assignments) submitted on time
- Is prepared with questions and insights from course material

MOST EXPECTATIONS MET 20-24 points

- Demonstrates good preparation for class, knows some of the 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
- Attends 90% of scheduled classes and arrives on time
- Consistent completion of requirements/expectations in a timely manner
- Demonstrates adequate level of self-understanding and commitment to personal and professional development

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 15- 19 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.)
- Sometimes requirements/expectations submitted late
- Attends below 90% of class
- Generally arrives on time, some late arrivals noted

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-14 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
- Frequently submits expectations/requirements late
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- Attends class below the expectations, frequently arrives late or leaves early or engages in above noted behaviours while in class

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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 the *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 learner 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 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.

- XI.** Punctual completion of assignments is required. All assignments are provided with due dates well in advance. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (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 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. 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 request was not received by the Professor. The email address to be used is judi.gough@saultcollege.ca. It is the student's responsibility to keep a copy of the email and the response.
- XII.** 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. If a response is not received, they are to assume that the assignment was not received by the Professor. The email address to be used is judi.gough@saultcollege.ca. 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).