

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Seminar for Social Services Worker III
CODE NO. : SSW214 **SEMESTER:** 4
PROGRAM: Social Services Worker
AUTHORS: Leanne Murray, MSW, RSW
DATE: Jan/2008 **PREVIOUS OUTLINE DATED:** Jan 2007
APPROVED:

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	CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	2	
PREREQUISITE(S):	SSW200 & SSW202	
CO REQUISITE(S):	SSW210	
HOURS/WEEK:	2	

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
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I. COURSE DESCRIPTION

This course is designed as a co-requisite to Fieldwork. The seminar is intended to support and enhance the students learning and growth within their placement setting. Within an atmosphere of trust and respect, students will have the opportunity to share experiences, resources, strengths and challenges. Toward this end, students will be required to share their experiences from their placement site. General professional issues (e.g., self-care, social service work methods, values, ethics, legislation, policies) will also be reviewed and discussed. Demonstrated evidence of integration of vocational outcomes is expected as students prepare for entry level Social Services Worker positions.

As the class is structured as a seminar, students are expected to participate fully in all class activities. Emphasis on how each student contributes to their own, and others learning, is integrated throughout the seminar.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

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

1. Perform ongoing self-assessment, career readiness and self-care to promote self-awareness and enhance professional competence.

Potential Elements of the performance:

- a. Maintain professional boundaries with clients and colleagues
 - b. Establish reasonable and realistic personal goals for oneself to enhance work performance
 - c. Maintain a personal self-care plan, and monitor its effectiveness
 - d. Access and utilize resources and self-care strategies to enhance personal growth
 - e. Act in accordance with ethical and professional standards
 - f. Apply organizational and time-management skills
 - g. Evaluate own performance using College reporting formats and evaluations
2. Identify and use professional development resources, strategies and activities demonstrating integration of social work theory and practice.

Potential Elements of the performance:

- a. Seek and utilize supervision/consultation as necessary and appropriate
 - b. Determine current skills and knowledge and remain receptive to feedback
 - c. Identify and engage in professional development activities to promote readiness for graduation
 - d. Demonstrate skill in teamwork and decision-making by actively contributing to class case discussions and group activities
 - e. Develop professional resume reflecting SSW skills and experiences
3. Communicate clearly, concisely and correctly in the written, spoken and visual format to meet assignment criteria, and the needs of audiences.

Potential Elements of the performance:

- a. Plan and organize communications according to the purpose and audiences, by completing various written and oral reports as outlined herein
- b. Produce material that conforms to the conventions of the chosen format
- c. Incorporate various presentation formats including written, oral, visual, and computer-based
- d. Evaluate communications and adjust for any errors in content, structure, style and mechanics

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

Potential Elements of the performance:

- a. Function effectively as a member of a team
- b. Complete tasks successfully while working within a range of settings
- c. Demonstrate collaborative and respectful relationships with others
- d. Use appropriate relationship-building techniques
- e. Utilize major helping systems in referral, advocacy and intervention planning

5. Develop and apply micro, mezzo and macro-level social service work techniques at a graduating level.

Potential Elements of the performance:

- a. Identify major presenting issues of client populations and/or community groups utilizing a holistic understanding of social issues
- b. Apply a variety of intervention strategies in accordance with best practice and SSW scope
- c. Demonstrate familiarity with funding sources and grant/proposal development processes.
- d. Identify and understand social work practice frameworks and applicable change process

III. REQUIRED RESOURCES/TEXTS/MATERIALS

Students will be required to obtain the following resources:

1. Social Services Worker Program *Field Placement Manual* (previously distributed in class)

IV. METHODOLOGY

The seminar is designed to facilitate conversations as a student group, with the SSW faculty. There will be some lecture; however, students will be expected to actively contribute to the learning process in this course. Students will be encouraged to facilitate discussions to enhance their leadership and preparedness for the social services field. The professor may provide supplementary materials.

* The provisions of the "Social Service Worker Program Policies" will apply at all times in this course, especially with regard to confidentiality and reporting format.

V. REQUIREMENTS

1. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics.
2. Regular attendance and punctuality at Seminar is expected. Eighty percent of class hours per semester is the minimum requirement. Attendance is critical to promote student responsibility and professional commitment for individual and group learning, self and professional development. Reasonable allowance is made for illness and emergencies - the professor reserves the right to ask for verification of absence in any case. Excessive illness will need medical attention and should be discussed with the instructor. Absence from class without substantial and substantiated reasons will result in the final grade reduced by 5% per class missed.
3. Students who have an attendance rate that is less than 80% of class hours, the consequences will be one or more of the following:
 1. Reduction of marks as per statement above
 2. Possible suspension or withdrawal from the course and field,
 3. Development of an academic contract to address the attendance issues
 4. Failure of seminar and field placement.
4. Expected Classroom Etiquette: 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. Beverages are fine to bring to class, but please do not eat in class unless it is for a medical reason.
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.
5. Punctual completion of various assignments and readings is required. Late submission of assignments is strongly discouraged, and acceptance of late assignments is at the discretion of the professor. Grades for late assignments will be reduced by 10% of the total worth of the assignment per day (including weekends) unless there are substantial and substantiated reasons (as determined by the professor) for late submission. Assignments will not be accepted after five days following the due date.
6. Assignments completed with significant (more than 5-10) writing errors or non-compliance with APA standards will not be graded. Students may be provided one week to re-submit in accordance with the SSW program/professional writing requirements when the professor deems appropriate.
7. 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. Student is encouraged to use utilize the special needs office to assist in this process when needed.

VI. EVALUATION PROCESS/GRADING SYSTEM:

GRADING

The final grade will be calculated according to the description of requirements of each assignment, and within the participation/professional development mark. Expectations of all assignments will reflect the faculty's expectations that the student possess the attitudes, knowledge, and skills of a graduating Social Service Worker student. The outline below will indicate how the grades are earned.

1.	Social Work Practice Report	30%
2.	Resume/cover letter	30%
3.	Peer Consultation	20%
4.	Participation & Skill Development	20%

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%	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.

Assignments

1. Social Work Practice Report

Due: At beginning of scheduled seminar class week of February 18th, 2008

A critical component of SSW practice is a recognition of best practice intervention models applicable to vulnerable populations served. Students will use reputable research to understand models of practice applicable to the needs of the clients served within their fieldwork setting. Students will be expected to submit by the end of January a memo to professor describing the topic area and a minimum of 3-5 reputable references that the student will use in their research report. Students are strongly encouraged to access the Sault College Library database containing professional literature.

Students will submit a 5-8 page report reviewing the best practice literature, applicability to population served and analysis of effectiveness in addressing client need. Students must display proficiency in writing and adherence to APA.

The professor will provide additional instructions in class.

2. Resume/cover letter

Grade: 30%

Due Date: At beginning of scheduled seminar class week of March 24th, 2008

Purpose:

- To provide an opportunity to have students complete an updated resume that is oriented towards seeking employment in the social service sector.
- To ensure students are familiar with and proficient at completing professional cover letters to accompany employment applications

Requirements: Students will be provided with in-class information on different resume formats and how to develop a resume that best represents their skills, abilities, and job search interests. For the purpose of this assignment, students will be expected to use an assigned format. Students will also be required to complete a cover letter to accompany the resume, based on a position that they have researched and will use as a potential employer, for the purpose of this assignment. The student can use any of the employment seeking resources to get this information (websites, newspapers, etc.) Further discussion will occur in class.

2. Peer Consultation Process & Report:

Due Date: As scheduled by professor

Grade: 20%

In the human services field, helping professionals frequently participate in team, supervision and peer consultation meetings to assist them in their work with clients. Helpers seek consultation in numerous areas including:

- Debriefing about a client situation
- Gaining assistance to assess the client situation
- Gaining assistance in developing effective strategies to intervene
- Treatment planning, evaluation, monitoring of client/worker progress

- Debriefing the helper's role in the client relationship (i.e. values, conflicts, style of interviewing etc)
- Gaining knowledge about potential resources and supports to assist
- Meeting agency and funder expectations

Each student enrolled in SSW214 will have an opportunity to consult with his or her peers and faculty about a placement experience. Students are expected to demonstrate "graduating level" ability to effectively frame consultation need and to participate in the work of the "class" team. A model of consultation will be provided by the professor. Additional instructions will be provided in class.

VII. 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.

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 post-secondary institutions.

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.

Plagiarism:

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 learner and the availability of resources.

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

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 March 1, 2008 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.

VIII. 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.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.

Skill Development & Participation Guidelines:

ALL EXPECTATIONS MET: 20

- Demonstrates excellent preparation for class: has read assigned material, references this in class, completes assigned mini-assignments
- Analyzes and applies readings to other course material and personal/professional experience
- Contributes in a very significant way to ongoing discussions, keeps discussion focused and respectful, and responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates effective problem-solving skills
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates excellent level of self-understanding and commitment to personal and professional development
- Written and verbal communication skills fully meets expectations and/or evidence of significant strengths
- Attends all of scheduled seminar classes
- All seminar/fieldwork assignments/expectations submitted on time and thoroughly completed
- Maintains expected or exceeds expected professional ethics and behaviour (i.e. respect, confidentiality)

MOST EXPECTATIONS MET: 15-19

- Demonstrates good preparation for class, knows some of the material, completes majority of class mini assignments
- 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
- Takes responsibility for asking questions/seeking clarification
- Demonstrates expected level of risk taking, skill development in verbalizing questions
- Demonstrates expected level of problem-solving skills
- Demonstrates consistent involvement in most aspects of course
- Demonstrates expected level of verbal/written communication skills
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Most seminar/fieldwork assignments completed on time and meets expectations
- Attends 80% or more of seminar classes as expected, 1-2 absences may occur but student notifies professor in advance
- Maintains expected professional ethics and behaviour (i.e. respect, confidentiality)

SOME EXPECTATIONS MET, CONCERNS NOTED: 11-14

- Demonstrates adequate preparation, knows basic material, completes some of the in-class and assigned mini-assignments
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Some concerns noted with effective verbal/written communication skills
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates beginning level of problem-solving skills
- Demonstrates involvement in some aspects of the course
- Some difficulties noted regarding professional ethics/behaviour
- Level of self-understanding is beginning to form, however, evidence of difficulties integrating feedback and/or follow through of recommendations to enhance this area
- Occasionally disruptive, (involved in side discussions and reading other material during class etc., does not contribute verbally/actively in class discussions)
- Seminar/fieldwork assignments incomplete, late or concerns noted in quality of work
- Attends seminar below the expected 80% and/or absences are not explained in advance of class missed

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED: 0-10

- Demonstrates minimal preparation, lack of knowledge of material, incompleteness of mini-assignments and/or other assignments required
- Body language/Non-verbal communication is not congruent with professionalism and/or has given the impression of disinterest in content of class
- Significant concerns noted in written/verbal communication skills
- Participates usually only when called on, does not display initiative, ability to verbalize/share with peers/professor/interpersonal communication skills in class
- Demonstrates minimal or significant effort/skill in problem-solving skills
- 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
- Significant difficulty noted maintaining professional ethics/behaviour
- 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 (does not show evidence of improving areas identified, does not engage in self-reflections/critical thinking)
- Demonstrates consistent difficulty completing fieldwork/seminar assignments as instructed, in a timely and/professional manner
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- A pattern of absences/lack of punctuality noted, does not adhere to attendance requirements