

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
AUTHOR: Leanne Murray, MSW, RSW
DATE: Jan/11 **PREVIOUS OUTLINE DATED:** Jan/10
APPROVED: "Angelique Lemay" Dec. 2010

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 2
PREREQUISITE(S): SSW105
COREQUISITE: SSW110
HOURS/WEEK: 2

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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. Stages of fieldwork and the student role in field placement
3. Professional standards and professional behaviour (i.e. SSW Fieldwork Manual policies & procedures)
4. Effective teams (how to consult, conflict resolution skills, seek supervision, role within the “team”)
5. Observational and helping skills
6. Local social services: learning about agency mandates, services and populations
7. Field placement experience will be utilized and processed as part of shared professional learning

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Field Placement Manual (2011). Social Service Worker Program. Sault College of Applied Arts & Technology.

Additional readings may be assigned and provided by Professor (hard copy or posted on LMS)

V. REQUIREMENTS:

1. Attendance and punctuality at seminar is required. **Eighty percent of class hours attended is the minimum standard. (12/15 classes)** Students who do not meet the attendance expectations will be subjected to one or more of the following consequences:
 - a) Full Grade reduction
 - b) Immediate suspension or withdrawal from the course and co-requisite fieldwork
 - c) Failure of seminar and field placement.
2. 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.**
3. 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 detailed on page 8-9 of course outline.
4. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics.
5. 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. It is the student's responsibility to keep a copy of the email and the response.

Please note that some assignments may require field work supervisor's signature, so adequate time must be made for the supervisor to review the assignment prior to signature.

6. All submissions must be in word processing format unless otherwise indicated by the professor. APA style is required when indicated.
7. 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 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.
8. 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 Disability Office to assist in this process when needed.

VI. EVALUATION PROCESS/GRADING SYSTEM

Self Care Plan	15%
Fieldwork Setting Report	20%
"Client"/social problem report/ oral presentation	25%
Learning Contract/Progress Report	20%
Attendance, Participation & Professional Development	20%

Professor will provide assignment instructions in course.

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.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VII. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

Student: _____

of classes attended: _____

MAJORITY OF EXPECTATIONS MET : 18-20

- 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
- Uses active and reflective listening skills effectively
- Shows respect for other peers and conveys non-judgmental approach
- Contributes in a very significant way to ongoing discussions, keeps analysis focused
- Demonstrates problem-solving skills with peers/others
- 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
- Assignments reflect sound professional skill and ability
- Arrives to class on time
- All expectations/requirements related to seminar & fieldwork are submitted on time and thoroughly completed
- Maintains regular communication with faculty through LMS
- Is prepared with questions and insights from course material
- Is not disruptive (through unnecessary/inappropriate use of technology: cell phone, laptops, etc.)
- 90% of seminar classes attended

MOST EXPECTATIONS MET 14-17 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
- Demonstrates beginning level of active & reflective listening skills
- Demonstrates respect for peers and non-judgmental approach
- Demonstrates beginning level problem-solving skills with peers/others
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Regularly checks LMS and maintains communication with faculty
- Attends 80% of scheduled classes and arrives on time
- Consistent completion of requirements/expectations related to seminar and fieldwork
- Assignments reflect sound professional skill and ability
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Is not disruptive (through unnecessary/inappropriate use of technology: cell phone, laptops, etc.)

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 10-13 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 difficulties in consistently and/or accurately using active and reflective listening skills
- Demonstrates respect for peers and non-judgmental approach in most situations
- Demonstrates some difficulty in level problem-solving skills with peers/others
- Demonstrates involvement in some aspects of the course
- Demonstrates limitations in self-understanding and appears to lack commitment to personal and professional development
- Occasionally disruptive, (consistently involved in side discussions and reading other material during class, inappropriate use of technology: phone, laptop, etc.)
- LMS use is not regular and/or consistent
- Requirements/expectations submitted late on more than one occasion
- Attends below 80% of class
- Generally arrives on time, some late arrivals noted

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-9 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
- Demonstrates significant difficulties using active and reflective listening skills
- Demonstrates limited/minimum respect for peers and makes judgmental/opinionated comments to others and/or expresses beliefs that are not consistent with ssw values/ethics
- Demonstrates limitations in problem-solving skills with peers/others
- 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 minimal use of LMS &/Or communication with professor
- 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
- Inappropriate use of technology (cell phones, lap top, etc.)