

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Seminar 1 & II
CODE NO. : SSW112 & SSW202 **SEMESTER:** 3
PROGRAM: Social Services Worker
AUTHOR: Leanne Murray, MSW, RSW
DATE: Sept/2001 **PREVIOUS OUTLINE DATED:**
APPROVED:

DEAN

DATE

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

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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 placement settings. Within an atmosphere of trust and respect, students will have the opportunity to share experiences, resources, strengths and challenges. Toward this end, students may be required to relate certain experiences from their placement. General professional issues (e.g. legislation, intervention methods, skill development, ethics, self care) will also be reviewed and discussed. 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. Perform ongoing self-assessment and self-care to promote 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. Develop a personal self-care plan, and update it regularly
- 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. Communicate clearly, concisely and correctly in the written, spoken and visual format fulfills the purpose and meets 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, computer-based
- c. Evaluate communications and adjust for any errors in content, structure, style and mechanics

3. Maintain effective working relationships with consumers, colleagues, peers, 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. Participate effectively in conflict-resolution process

4. Develop and apply community work techniques to address systemic barriers, social issues, or structural problems as they affect individuals and communities.

Potential Elements of the performance:

- a. Complete one "project proposal" which obtains approval of placement site supervisor and College CYW faculty
 - b. Apply knowledge of community work models in assisting community groups in social change efforts
 - c. Apply knowledge of planning strategies to the development of action plans, community needs assessments or funding proposals
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5. Identify and use professional development resources, strategies and activities, which promote professional growth.

Potential Elements of the performance:

- a. Seek and utilize supervision/consultation as necessary and appropriate
- b. Determine current skills and knowledge
- c. Identify and engage in professional growth development activities
- d. Demonstrate skill in teamwork and decision-making by actively contributing to class case discussions.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

In addition to the resources of the College, students will be required to obtain the following texts, available in the Campus Shop.

1. Baird, B.N.(1999). The Internship, Practicum and Field Placement Handbook A Guide for the Helping Professions, Toronto: Prentice-Hall

IV. METHODOLOGY:

The seminar is designed to facilitate participatory conversations as a group with SSW faculty. There will be some lecture, however, students will be expected to actively contribute to the learning process. Students will be encouraged to facilitate discussions to enhance their leadership and group work skills. Guest speakers, demonstrations, videos and role-plays may be featured dependent upon the needs of the students.

* 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 at Seminar is expected. Ninety percent of class hours per semester is the minimum requirement. The total grade will be reduced if attendance falls below 90%. Attendance is critical to promote student responsibility and professional commitment, at the graduate level, for individual and group learning, self and professional development. Also, regular attendance ensures that presentations are done before a receptive and contributing audience. Graduate level participation is expected, and one cannot participate if absent! Allowance is made here 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. Grade reduction will correspond to the percentage of classes missed. If less than 60% of classes are attended, the student may be asked to repeat the course.
3. Participation in presentations, role-plays and discussion at the graduate level. This is a professional responsibility and will be considered as a display of commitment. Lack of participation will lead to grade demotion.
4. Punctual completion of various assignments and readings at graduate level. The instructor will determine the grading for this section. These may include reports on trends in the field, legislation changes, etc. Supplementary reading may be included here.

VI EVALUATION PROCESS/GRADING SYSTEM:

GRADING

The final grade will be calculated according to the description of requirements. The outline below will indicate how to earn your grade: Due **dates of below will be discussed in class**

- | | | |
|----|------------------------------------------------------------------------|-----|
| 1. | Self-Care Plan | 10% |
| 2. | Description of placement setting report (written & presented in class) | 15% |
| 3. | Written "incident" report | 15% |
| 4. | "Case" Study Report | 20% |
| 6. | Project proposal | 20% |
| 7. | Attendance and participation | 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%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	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.	

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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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.

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 Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

APPENDIX - Specific Assignments - Outline

A) INCIDENT REPORT

1. Field Placement Agency:
2. Social Service Worker Student's Name:
3. Date:
4. Description of Incident: Describe fully a significant interaction or helping situation, which occurred. (Pertinent details.)
5. Background to Incident: Describe the participants and specific events, which led up to this situation.
6. Disposition of Situation: Describe the manner in which this situation was handled and why it was handled this way (eg. describe helping skills utilized, therapeutic approach)
7. Evaluation of Action Taken: Describe what you learned from this situation (positive or negative), what you believe the client/others learned from the situation.
8. Evaluation:
 - a) How would you handle the situation in the future, given the same set of circumstances and the same agency frame of reference? Why?
 - b) How would you like to handle that situation in the future if you had the chance to change the approach used and the agency frame of reference.

Due Date: Wednesday, October 24, 2001

B) "CASE" REPORT - MUST BE TYPED!

1. Agency Name:
2. Social Services Worker Student Name:
3. Date:
4. Problem Presented: * Note: The case may refer to an individual, family, group or community. Students are advised to discuss this with the instructor, especially if client contact is limited.

Outline the presenting problems identified by client and/or significant others. Provide pertinent background details. Identify strengths and resources of the client and environment. The use of a "model" may be helpful as a context for the case study (eg. cognitive/behavioural, strengths-based, ecological, family therapies, etc.) Summarize this section with a "mutually" defined statement of the problem (client/professional).

5. Goals: Briefly describe the goals (what you and the client have mutually established) and how they logically flow from the problem definition. These must be stated as observable outcomes (how will you/client know when things are better, what will be the first signs that we are on track, what does the client wish to see differently?)
6. Methods: Outline the strategies/methods devised for achieving the goals under:
 - a) Long Term Plan (Client vision, hope, plan) - broad general statement on the method(s) of goal achievement.
 - b) Short Term Plan - describe the specific methods which represent the steps or progression towards the overall goal - spells out clearly what will be done and how it will contribute to attainment of the long-term goal.
7. Barriers/Problems Interfering with Intervention Plan: Describe possible obstacles that exist in this situation, which might interfere with goal achievement (individual, environment, systemic, societal)
8. Reflections:

Students will share their reactions/feelings about the "case" study. Identify any personal biases, values or ethics, which may influence your work with this client.

Discuss your "preferred" therapeutic approach/methodology and the rationale for this model with client population.

Due Date: Wednesday, December 5, 2001

C) Self Care Plan and Update

Grading: The Plan is 10% of the final grade for SSW202; the update will be part of the requirements in the winter semester.

Purpose and Goals:

- To be able to describe a plan for self-care, following a standard format.

Requirements:

Submission of a written, typed report that describes self-care under four headings (minimum)—these are: physical, cognitive; emotional/social; spiritual. The report must be outcome-oriented—that is, it cannot be merely descriptive of past or current activity, but must:

- Set goals that are concrete, measurable and realistic;
- Describe a series of actions for reaching goals and dates by which actions should have occurred;
- Describe a means of measuring the goals.

Limitations:

- The report should be realistic to the student's circumstances, but courageous as well—simple maintenance of current behaviour is valid in some cases; searching for ways of improving will be valued in the grading of this assignment.
- All material in the student's report will be treated as confidential within the legal and ethical limitations.

Process: This project will be discussed in class and the course Professor will be available to assist the students. The course text by Baird contains valuable support material.

Due Date: September 26, 2001

D) Description of Placement Report

Guidelines for written description of the agency/organization:

Title page

Purpose and goals of agency:

- Describe mandate, mission statement, goals

- Describe the types of services/programs offered

- Describe the legislation governing the eligibility/delivery of services

Clientele Served

- Describe the type of clientele that agency serves

- Describe the individual and social needs of the clientele

- Describe the intervention methods/approach used (eg. counselling, advocacy, crisis intervention, social activism, community development)

Describe the organizational structure and decision-making process

Describe authority and funding

Identify any priorities or new initiatives discussed or planned in response of client/community needs

Identify community resources/partnerships used by the agency

Identify and describe the roles of agency workers (eg. counsellor, teacher, advocate)

List the skills/competencies required to fulfill the roles

Guidelines for oral presentation in class:

Students will briefly present the key components of their field placement (location of setting, mandate, nature of clientele and student roles/responsibilities). Presentations will be a maximum of ten minutes to ensure all students have sufficient time to share.

Due Date: Wednesday, October 10, 2001

Project Proposal

Students will complete a **draft** project proposal related to their field placement. The agency supervisor and the college professor prior to implementation must approve the proposal. Project description (written) must include the following:

1. Introduction
2. Background and Rationale (including when pertinent literature review)
3. Objectives & Methods
4. Resources Needed
5. Results/Summary
6. Evaluation/Future Implications

Some examples of a special project may include seeking grants, new service initiative, needs assessment, etc. In circumstances in which the agency has a preferred or required format the above outline can be negotiated with the professor.

Proposal to be submitted to both the agency and college fieldwork supervisors in proper proposal-writing format. Additional instructions will be provided in class by the professor.

The final copy of project proposal will be an expectation in Seminar III

Due Date: Wednesday, November 21, 2001