



**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. Integration of learning and knowledge from other SSW courses will be referenced.

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 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. Develop 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
  - d. Demonstrate skill in teamwork and decision-making by actively contributing to class case discussions and group activities
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, 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 to address systemic barriers, social issues, or structural problems as they affect individuals and communities.

***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 as appropriate
- c. Demonstrate familiarity with funding sources and grant/proposal development processes.
- d. Demonstrate familiarity with placement agency processes for planning, funding, and delivering agency services.
- e. Demonstrate familiarity with community processes for planning, funding and delivering social services/programs.

### **III. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Students will be required to obtain the following resources:

1. Sweitzer, H.F. & King, M. (2004) *The Successful Internship: Transformation and Empowerment in Experiential Learning*. CA: Brooks/Cole. (available in the Campus Shop)
2. Social Services Worker Program *Field Placement Manual (will be 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 group work skills. Presentations and role-plays may be featured dependent upon the needs of the students. 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. Ninety 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. Regular attendance also ensures that presentations are done before a receptive and contributing audience. 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. Grade reduction will correspond to the percentage of classes missed. Attendance and participation is worth 20% of the final mark, as outlined in the course outline.

If less than 90% of class hours are attended, the consequences will be one or more of the following:

1. Reduction of marks (in accordance with the Participation and Professional Development Criteria detailed in the Course Outline)
  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. Attendance below 60% of class hours will result in removal from field placement, and failure in the course.
3. Participation in presentations, role-plays and discussion is required. This is a professional responsibility and will be considered as a display of commitment. Lack of participation will lead to grade demotion. The expectations regarding participation is attached and will be reviewed in class.
  4. 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.

**VI. EVALUATION PROCESS/GRADING SYSTEM:****GRADING**

The final grade will be calculated according to the description of requirements. The outline below will indicate how the grades are earned.

1.	Self-Care Plan	Due Week of October 3	15%
2.	Placement setting report	Due Week of October 17	25%
3.	Presentation	November/December	20%
4.	Text related assignment(s)	To be announced	20%
5.	Attendance and participation	Ongoing	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. <b>Note:</b> 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.) Self Care Plan**

**Grading:** The Plan is 15% of the final grade for SSW202. Students may be requested to refer to their self-plan throughout the semester.

**Purpose and Goals:**

- To understand the need for self-care, be able to define, and to apply in one's own professional and personal life
- To be able to prepare a plan for self-care, following a standard format. This critical skill can contribute to personal and professional well-being and development of professional abilities.
- The ability to appreciate the need for self-care and to develop a plan in this regards will contribute to the ability of the student to apply these skills when assisting clients with similar goals

**Requirements:**

Submission of a typed, double-spaced, 12 font, report that describes self-care under a minimum of four headings:

1. physical
2. cognitive
3. emotional/spiritual, and
4. social.

The report must be based on goals developed for oneself (outcome-oriented). It cannot be merely descriptive of past or current activity. At least two goals per heading must be selected. Goals must be concrete, measurable and realistic.

They should describe a series of actions required to reach these goals, and dates by which actions should have occurred. How the goals will be measured must also be included. An example will be provided in class.

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

This assignment will be discussed in class and the Professor will be available to assist/respond to questions. The report should be typed, 12-font, double-spaced, and include a cover sheet with the student's name, course name and number, title of assignment, date due and date submitted, and formatted according to the example(s) provided in class.

**Due Date:** September 28/29  
**Value:** 15%

**(2.) Placement Setting Report**

**Grading:** The report is 25% of the final grade

**Purpose and Goals:**

- To understand and be able to concisely document the agency's purpose, function, and related information in a report format.

**Guidelines for typed description of the agency/organization:**

- Title page (to include the student's name, course name and number, title of assignment, date due and date submitted, formatted according to APA style)
- Purpose and goals of agency:
- Description of mandate, goals of agency, mission statement
- Description of the types of services/programs offered
- Description of the legislation governing the eligibility/delivery of services
- Description of the type of clientele that agency serves (who: adults, children, families, individuals with substance abuse problems, etc., what are their individual and social needs)
- Description of the intervention methods/approach used (e.g. counselling, advocacy, crisis intervention, social activism, community development)
- Description of the organizational structure and decision-making process within the agency
- Description of the funding and who provides the agency with the authority to provide services
- Identification of any priorities or new initiatives discussed or planned in response of client/community needs
- Identification of community resources/partnerships used by the agency
- Identification/description of the roles of agency workers (e.g. counsellor, teacher, advocate)
- List the skills/competencies required to fulfill the roles
- Formal qualifications required by positions

Students are referred to Chapter 8 in the text for information that will assist in developing this assignment. The report should be typed, 12-font, double-spaced, and include a cover sheet with the student's name, course name and number, title of assignment, date due and date submitted, formatted according to APA style. The information should be organized within the headings mentioned above, and in the order listed. Further information to be discussed in class.

*(Students will also be expected to discuss their placement setting from a knowledgeable perspective throughout the seminar)*

**Due Date:      October 12/13th, 2004**

**Value:           25%**

**(3.) Presentation:**

**Grading:** The presentation is 20% of the final grade.

**Purpose and Goals:**

- To provide students with the opportunity to choose an aspect of their placement that holds particular interest/learning value and to present to the class an overview of that issue/population
- To provide an opportunity to organize and present information in an interesting and concise manner to a group of peers
- To educate peers on the selected issue/population as it related to social service work values, skills and services

**Guidelines:** To be provided in class.

**Value:** 20%

**Due Date:** presentation dates will be scheduled for November and December.

**(4.) Text related assignment(s):**

**Grading:** The assignments/quizzes will be 20% of the final grade. Assignments or quizzes will be scheduled related to assigned course reading. Further information will be provided.

**Purpose/Goals:**

- To provide an opportunity to incorporate text materials into the student's field experience.

Assignments	September 28/29	Week of October 12/13	November	November 31/December 1
Self-care (15%)	X			
Agency Setting (25%)		X		
Presentation (20%)			X	X
Text-related assignments or quizzes (20%)				
Participation (20%)				

**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 703 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.

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.

### **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.

Seminar is a mutually constructed class. Increased participation will lead to increased learning. Refer to 'Class Participation and Professional Development Guidelines' within this course outline.

**CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES****ALL EXPECTATIONS MET 18 - 20 points**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- 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 consistent, active, on-going involvement in all aspects of the course
- Demonstrates excellent level of self-understanding and commitment to personal and professional development
- Present in 90% or more of scheduled seminar or seminar related activities
- All time sheets and journals submitted on time

**MOST EXPECTATIONS MET 14-16 points**

- Demonstrates good preparation for class, knows some of the material
- 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 consistent involvement in most aspects of course
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Most time sheets, journals submitted on time

**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 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.)
- Poor attendance (number class hours missed: \_\_\_\_)
- time sheets, journals submitted irregularly

**FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-10 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
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- Poor attendance (number class hours missed: \_\_\_\_)
- time sheets, journals submitted irregularly