



**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. The course is designed to assist the student's development of professional self and understanding the role of SSW within the human services field. Examination of social work micro, mezzo and macro level skills are promoted through active participation and group discussion. Evidence of integration social service knowledge and skills are expected.

As the class is structured as a seminar, students are expected to demonstrate initiative and 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 learning goals for oneself to enhance work performance
  - c. Develop awareness of self in terms of values and beliefs and their impact on the development of a professional role
  - 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 knowledge and skills to address client and community needs.

***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. Utilize appropriate relationship building and helping skills
- c. Identify and assess client needs and strengths utilizing a holistic and strengths based approach
- d. Apply a variety of intervention strategies to as appropriate
- e. Demonstrate familiarity with funding sources and grant/proposal development processes.
- f. Demonstrate familiarity with placement agency processes for planning, funding, and delivering agency services.
- g. Demonstrate familiarity with community processes for planning, funding and delivering social services/programs.

**III. TOPICS COVERED/LEARNING ACTIVITIES:**

- a. Establishing SSW student role within field placement (developing learning goals)
- b. Building skills in consultation, supervision and feedback (peer, colleague, supervisory)
- c. Understanding field placement setting, client need, role of professional, community partners
- d. Personal and professional responsibility in the workplace
- e. Developing a professional style

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

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

**V. 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 interpersonal skills, understanding and knowledge of social services field and professionalism.

\* 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.

**VI. 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. 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. **Absence from class without substantial and substantiated reasons will result in the final grade reduced by 5% per class missed. Please note the attendance policy below.**
3. Students who have an attendance rate that is less than 80% of class (3 classes), the consequences will be one or more of the following:
  1. Immediate suspension or withdrawal from the course and field,
  2. Development of an academic contract to address the attendance issues
  3. Failure of seminar and field placement.
4. Participation in presentations, peer consultations 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/class guidelines are found on page 11 of this course outline.
5. 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.
6. 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.
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.

## VII. 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.	Learning Contract	Due week of October 2	15%
2.	Placement setting report	Due Week of October 16	20%
3.	Presentation	November/December	25%
4.	Journal Reports	(monthly)	40%

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) Learning Contract:

**Grading:** The learning contract is worth 15% of final seminar grade. Additionally, it is a requirement to continue in SSW200. Students must complete this assignment to continue in fieldwork.

All students are expected to develop an individualized learning contract in consultation with their on-site field placement supervisor and designated faculty. Students are to identify and describe three to five learning strategies per standardized learning goal area. Students must review the final evaluation to develop learning strategies that are consistent with program expectations. At the end of the semester, students are expected to describe and document evidence of accomplishing the goal and strategies.

The learning contract will be reviewed and approved by both faculty and the field placement supervisor within two to three weeks of start date of placement. Students are expected to submit draft copies in advance of the due date to ensure supervisory feedback. Learning Contracts must be word-processed utilizing the format on the following page. **Submitted learning contracts must be signed by the designated fieldwork supervisor. Unsigned contracts will be deducted 5 marks and a re-submission will be required within one week in order to continue in fieldwork.**

Students are expected to maintain a copy of their learning contract, regularly review their progress toward goals and bring to scheduled meetings with their field placement supervisor and faculty for the purposes of supervision, evaluation and discussion.

**Due Date: (week of October 2, 2006)**

Goal Area: The student demonstrates:	Strategies To Achieve Goal:	Target Dates	Evidence of accomplishment of goal and strategies (student completes at end of semester)
Understanding of placement setting.			
Effective work related interpersonal skills.			
Ability to develop helping relationship with client (individual, families, group or community).			
Knowledge and application of effective assessment approach and skills.			
Knowledge and application of effective intervention model(s) and skills.			
Ability to identify and use culturally competent practices with diverse groups.			
Ability to identify and understand the social policies, laws, and legislation relevant to the setting.			
Conveys professional values, ethics and attitudes.			
Ability to communicate clearly, concisely and professionally in a various methods.			
Identify any additional or specialized knowledge, skills, attitudes, and values specific to this field practicum. (optional)			

**(2) Placement Setting Report**

**Grading:** The report is 20% 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

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. Students are expected to review relevant fieldwork websites and literature to support their findings. Students may wish to interview staff member(s) to ensure responses are accurate. Material must be referenced appropriately. 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:** Week of October 16th, 2006

**Value:** 20%

**(3) Presentation:**

**Grading:** The presentation is 25% 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, interventions and services

**Guidelines:** Students will be grouped in two's or three's to accomplish the presentation. Presentations must include visual aids (i.e. PowerPoint, posters, film/video clips); exercises, handouts, and presenters must demonstrate effective public speaking skills to engage the audience. Additional guidelines and grading criteria to be provided in class.

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

**(4) Monthly Journals:**

Students will be expected to submit a monthly journal signed by the fieldwork supervisor to faculty in accordance with the format on page ten of this course outline. Students are strongly encouraged to maintain a weekly journal to ensure the monthly report accurately reflects the learning opportunities, skill development and challenges. Each journal submission will be graded out of 10%.

Due Dates:   Week of Oct 2, 2006 (September journal)  
                  Week of Nov 6, 2006 (October journal)  
                  Week of December 4, 2006 (November journal)  
                  December 15, 2006 (December journal)

**SSW202/SSW200  
Monthly Journal**

**Student Name:** \_\_\_\_\_

**Fieldwork Setting:** \_\_\_\_\_

**Journal for Month of:** \_\_\_\_\_

**Date of Journal:** \_\_\_\_\_

**Field Work Placement Supervisor's Signature:** \_\_\_\_\_

Each student is responsible for recording the activities and responsibilities at placement. In addition, students are asked to share their feelings, reactions, and thoughts about their experiences. The journal entries will enhance the student's awareness of professional and personal strengths and challenges in the helping field.

Please check the appropriate helping activities involved in this month and provide a narrative of the skills observed, developed and utilized:

- Observation of “helping” activities (name specifically)
- Intake and/or assessment work
- Individual Casework
- Family Work
- Group Work
- Community Work
- Supportive Interventions (1:1 visits, home visits)
- Leisure, recreational or other supportive activities
- Social work documentation
- Agency documentation/recording
- Planning Activities
- Prevention &/or Education Activities
- Grant writing & Proposal Writing Activities
- Networking
- Referral &/or Linking Activities
- Administrative Duties
- Advocacy
- Case Management/Service Coordination
- Public Relations & Marketing Work
- Interviewing Skills
- Team/Staff Meeting
- Case Conferences & Community Committee Work
- Crisis Intervention Work
- Other: (Name specifically)

1. Narrative (Describe skills observed, developed and/or used in above activities (1-2 pages double-spaced).
2. Describe knowledge and skills learned this month in relation to micro, mezzo and macro level social service work and client population served. (1-2 pages double-spaced)
3. Describe your self-reflections regarding the experiences thus far in fieldwork (thoughts, emotional reactions, feelings, behaviours, values, etc.) and what situation(s) they were in relation to: (minimum ½ to 1 page double-spaced)
4. Describe what has been most meaningful to you this month (a) personally, and (b) professionally? (Minimum ½ to 1 page double-spaced)
5. Describe what was most challenging to you this month (a) personally, and (b) professionally? (Minimum ½ to 1 page, double-spaced)
6. Have you noticed any themes or patterns in your feelings, thoughts, or actions this month? If so, what meaning do you make of them? Are they something to bring to your supervisor or to seminar to discuss and explore? (minimum ½ page, double spaced)

**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 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.

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.

**The following details student/class expectations. Students, who do not meet the majority of these expectations, may be subject to removal from class, academic/behavioural contracting and/or academic penalty/failure.**

**ALL EXPECTATIONS MET:**

- Demonstrates excellent preparation for class: has read assigned material and references his 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 80% or more of scheduled seminar or seminar related activities
- All time sheets, journals and assignments submitted on time

**MOST EXPECTATIONS MET:**

- 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, CONCERNS NOTED:**

- 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, time sheets, journals submitted irregularly

**FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED:**

- 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, time sheets, journals submitted irregularly

<b>Week</b>	<b>Topic</b>	<b>Related Readings/In-class Activities</b>
One	Introduction to course, review course outline, fieldwork manual, expectations regarding seminar & placement Planning your orientation at placement	Course outlines & Fieldwork Manual
Two	Learning contract – effective goal writing Check out your strengths & fit with Social Work Seminar go-around	
Three	Building skills in supervision and feedback Peer consultation – seminar go-around	Handout – Chapter 5 Building skills in supervision and feedback Practicing the SPIN model
Four	Self evaluation – developing a professional self Seminar go-around Managing conflict/confrontation/effective problem solving skills	Handout “Developing a Personal Style”
Five	Self evaluation – professional development Seminar go-around	Handout “Markers of Active Practice
Six	Professional development continued Seminar go-around	Handout “ professional behaviour checklist”
Seven	Assess/evaluate role as a member of team Seminar go-around	Handout “Group participation”
Eight	Micro, Mezzo and Macro Social Work Skills as applied to settings: “Student Presentations”	Student presentations Seminar go-around
Nine	Micro, Mezzo and Macro Social Work Skills as applied to settings: “Student Presentations”	Student presentations Seminar go-around
Ten	Micro, Mezzo and Macro Social Work Skills as applied to settings: “Student Presentations”	Student presentations Seminar go-around
Eleven	Micro, Mezzo and Macro Social Work Skills as applied to settings: “Student Presentations”	Student presentations Seminar go-around
Twelve	Micro, Mezzo and Macro Social Work Skills as applied to settings: “Student Presentations”	Student presentations Seminar go-around
Thirteen	Micro, Mezzo and Macro Social Work Skills as applied to settings: “Student Presentations”	Student presentations Seminar go-around
Fourteen	Micro, Mezzo and Macro Social Work Skills as applied to settings: “Student Presentations”	Student presentations Seminar go-around
Fifteen	Closure/Wrap Up activities	