

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.

This course addresses the following vocational standards and generic skills as outlined by the Ministry of Education & Training:

Vocational Standards:

1. Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
2. Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.
3. Identify current social policy; relevant legislation; and political, social, and/or economic systems and their impacts on service delivery.
4. Develop and maintain positive working relationships with colleagues, supervisors, and community partners.
5. Develop strategies and plans that lead to the promotion of self care, improved job performance, and enhanced work relationships.

Generic Standards:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.
2. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
3. Evaluate her or his thinking throughout the steps and processes used in problem-solving and decision-making.
4. Collect, analyze, and organize relevant and necessary information from a variety of sources.
5. Manage the use of time and other resources to attain personal and/or project related goals.
6. Adapt to new situations and demands by applying and/or updating her or his knowledge and skills.

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 enhanced SSW professional competence.

Potential Elements of the Performance:

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. Actively seek and utilize supervision & peer/faculty consultation
 - b. Determine current skills and knowledge and remain receptive to feedback
 - c. Identify and use tools for engaging in reflective practice and integrate feedback/learning
 - c. Utilize effect problem-solving and conflict resolutions strategies
 - e. Demonstrate skill in teamwork and decision-making by actively contributing to class case discussions and group activities
 - f. Display social service worker knowledge and skills in consultations & class discussions
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
- e. Abide by OCSWSSW professional standards of documentation
- f. Actively participate, listen and engage respectfully within seminar class
- h. Demonstrate initiative and effective, respectful verbal communication skills in seminar

4. Develop and maintain effective working relationships with peers, faculty, and supervisors.

Potential Elements of the Performance:

- a. Function effectively as a member of the seminar team
 - b. Complete assigned tasks successfully and in a timely manner
 - c. Demonstrate collaborative and respectful relationships with others
 - d. Use appropriate social service worker communication strategies
 - e. Recognize and understand the implications of one's own attitude, values, and actions within both the classroom and fieldwork setting and make modifications when needed
 - f. Demonstrate ability/willingness to accept input, including direction; able to follow through on recommendations; negotiate and problem solve effectively; and work independently as required
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. Identify appropriate relationship building and helping skills
- c. Identify and assess client needs and strengths utilizing a holistic and strengths based approach
- d. Identify and apply a variety of intervention strategies to address needs as appropriate
- e. Demonstrate familiarity with funding sources and relevant social policy/legislation
- 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:

1. Establishing student role in fieldwork/Understanding Internship Stages
2. Ethics & Professional Responsibilities
3. Effective Communication with clients, peers, faculty, supervisors
4. Understanding social work theory/models applied to diverse populations/settings
5. Problem-Solving Process
6. Use of Supervision/Team Work
7. The Social Services Network: learning about community resources, how to link, refer and advocate with/on behalf of clients

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Social Services Worker Program *Field Placement Manual (will be distributed in class)*
2. Summers, N. (2006). *Fundamentals of Case Management Practice Skills For The Human Services* Toronto: Thomson Nelson

V. EVALUATION PROCESS/GRADING SYSTEM:

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

1. Placement setting Presentation	As scheduled by professor	25%
2. Observation Report		25%
3. Skill Development/Participation		20%
4. Textbook/In Class Exercises/Journals		30%

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%	
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.

VI. 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.

Special Notes/Requirements:

1. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics is expected.
2. Attendance and punctuality at seminar is required. **80% of class hours attended is the minimum standard.** Classroom attendance, skill development and participation are graded according to the guidelines detailed in the course outline.
3. 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. **Please note the attendance policy below.**

4. Students who have an attendance rate that is less than 90% of class, the consequences will be one or more of the following:
 1. Grade reduction
 2. Immediate 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.
5. Participation in seminar 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 in this course outline.
6. 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, 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.
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.
8. Students are to become familiar and adhere to SSW Fieldwork Policies and Procedures.
9. All assignments are due at the beginning of class on identified due date. Assignments submitted on the due date but after beginning of class will be reduced by 10% as indicated below. 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 unless negotiated and agreed upon with the professor.
10. Assignments completed with significant (more than 5-10) writing errors or non-compliance with criteria discussed will not be graded. Students will be provided one week to re-submit in accordance with the SSW program/professional writing requirements. When indicated, APA style must be adhered to. Assignments submitted without proper referencing will be subject to the penalties associated with academic dishonesty.

11. Email submission of assignments: In circumstances where the student is unable, **for substantial reason**, to attend class when an assignment is due, the student may email the professor to inform them of this, and request permission to submit the assignment by email. The date that the assignment is received will be considered by the Professor as the submission date. 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 assignment was not received by the Professor. The email address to be used is leanne.murray@saultcollege.ca . It is the student's responsibility to keep a copy of the email and the response. A hard copy of the assignment must be submitted for marking at a mutually agreed upon date (the email copy will not be marked).

VII. 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.

VIII. 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.

Assignments:**Observation Report Guidelines:**

Grading: This report is worth 25% of the final seminar grade.

Due Date: Wednesday, November 7, 2007 at beginning of class

Students will utilize the following guidelines/format to submit an observational report to the professor. Students are to select an opportunity from fieldwork that is meaningful to him or her and involves an observation/interaction with the setting "clientele". This can include observing a number of client related activities including individual, family, group or community meetings with participants/clients of the organization.

Students must consult with the professor one month in advance of due date when they do not foresee having opportunity to observe/participate with clients. Students, who do not follow through with this expectation, will forfeit the 25% of final grade.

It is the student responsibility to ensure the report is non-identifying and respects the confidentiality of the clientele and the field placement organization. (must change facts, identifying information, put **MOCK REPORT ON HEADER).**

All reports must be reviewed, signed and dated by the field placement supervisor at least five days in advance of the due date.

Students must write in full sentences and paragraph form utilizing the heading areas recommended by faculty. The bullets under each heading are suggested topics to consider. Students are encouraged to expand and elaborate on other areas. The topics are not meant to be all inclusive but merely a guide. Students will be graded on their ability to accurately and thoroughly record/document in a respectful, client centred, and professional manner. Additionally, evidence of reflection, learning and assessment skills will be considered.

Format of Report:

Field Placement Setting: _____

Social Service Worker Student: _____

Date of Observation: _____

Date of Report: _____

Fieldwork Supervisor Signature: _____

Date Fieldwork Supervisor Reviewed/Signed: _____

Reasons/Purpose of meeting:

- Concisely report on the purpose/reason for the meeting
- Indicate (when appropriate) reasons why the client(s) are seeking assistance and/or role of the worker/reason organization involved

Description of “Client” Situation:

- describe what you observed,
- describe your/staff interactions with the identified client
- describe how situation/meeting began
- describe significant exchanges – what was said
- content/topics discussed
- describe tone, mood, affect of meeting
- discuss how meeting/observation ended

Student Assessment of client concern/situation:

- report on your professional understanding/conceptualization of the situation based upon both **objective** and **subjective** information (ensure professional language, client centred and strengths-based orientation is utilized)
- Indicate based upon research, what social work theory/model would be most applicable to address effectively the needs/strengths of the “client”

Plan:

- report on any follow up and/or recommendations
- identify any goals client and/or you/worker identified
- discuss plan for any follow up meetings/observations

Describe your role and activities during the meeting/situation:

- Clearly identify, discuss and describe the helping skills utilized and the rationale for their use
- identify any therapeutic activities or supportive techniques utilized and rationale for choice
- describe your role, function and responsibilities (or staff observed)
- your strengths and limitations in this meeting/observation
- discuss any areas that you believe that you could work on (i.e. if you identified that you would have liked to handle the situation differently)

Student Reflections:

- describe/discuss your own feelings, reactions, values and beliefs you brought to this meeting
- describe how some of your own reactions/thoughts/feelings influenced your interactions
- describe how your own reactions/thoughts/feelings changed/altered through this experience
- describe your initial impressions of this interaction

(2) Placement Setting Presentation:

Grading: 25% of the final grade

Presentations will be scheduled by the professor beginning in October. Students who are absent (without sufficient notification/substantial reason) on their scheduled presentation will forfeit the grade.

Purpose and Goals:

- ❖ To understand the field placement organization structure, funding, mandate, goals, vision and services provided
- ❖ To inform/educate class regarding the range of community resources available
- ❖ Identify the needs/barriers of population served

Guidelines for Presentation/Handout:

- ❖ Each student will present about his or her respective fieldwork setting in a concise, informative and engaging manner. (Students are strongly discouraged from reading from their developed handout)
- ❖ Presentation will be 10-15 minutes
- ❖ Presentation must show evidence of introduction, middle and closure. Student must develop 2 questions to ask the class at the end of the presentation which promote additional discussion and/or integrate learning
- ❖ Student must submit to professor/class a 1-2 page handout (professionally formatted, edited and accurate) report on the date of presentation summarizing the key areas below:
 - Name of Organization & Program/Team, Address, Phone Number, Website
 - Purpose and goals of agency:
 - Description of mandate& mission statement
 - Identify the types of services/programs offered
 - Identify relevant legislation/social policy governing the eligibility/delivery of services and/or impacts population served
 - Identify the major funding sources for the organization
 - Identify the population served and at least three common reasons for accessing service/organization
 - Identify at least three common intervention methods/approach used (e.g. counselling, case management, family or group work, advocacy, crisis intervention, social activism, community development)
 - Identify at least three community resources/partnerships used by the agency
 - Describe the typical role/responsibilities of staff you work with
 - Discuss how to facilitate a referral (intake/referral process)

The report must be word processed in 12-font. The information should be organized within the headings mentioned above, and in the order listed. Students may use bullets, understandable point form in responding to the above areas. Students are responsible to ensure information is current and accurate (critical to have fieldwork supervisor review). Students are responsible to make copies for class members.

Submission to professor must 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.

Students are expected to review relevant fieldwork websites and literature to support their findings. Students are required to interview staff member(s) to ensure responses are accurate.

Textbook/Classroom Exercises/Journal:

Grade: 30%

Students will complete at various points in the semester, mini-exercises generated by the professor that promote student learning and integration of social service worker knowledge. Students are advised that some exercises may be assigned during class, as homework and/or as discussion topics on LMS. Additional instructions will be provided by the professor in class.

Skill Development and Participation:

Grade: 20%

Students will be evaluated for their active participation and contribution in class. It is insufficient to "just attend". SSW's work within team environments in the field and as such; students are expected to demonstrate the ability to provide input, consultation and feedback within seminar. Additionally, the intent of seminar is to integrate learning from fieldwork and academic curriculum, thus students must demonstrate skill in identifying relevant SSW skills and theories as applied to discussions. Professionalism is required within the classroom and is evaluated according to the criteria below.

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. The Skill Development & Participation Guidelines are described on page 13.

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)
- 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