

I. COURSE DESCRIPTION:

This course is designed as a co-requisite to SSW 302: Fieldwork. The seminar is intended to support and enhance student's 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 while respecting confidentiality requirements of organization/SSW standards. 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 of 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.

Essential Employability Skills:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.
2. Apply a systematic approach to solve problems & use a variety of thinking skills to anticipate and solve problems.
3. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
4. Show respect for the diverse opinions, values, belief systems and contributions of others.
5. Analyze, evaluate, and apply relevant information from a variety of sources.
6. Take responsibility for one's own actions, decisions, and consequences.
7. Manage the use of time and other resources to complete projects.

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:

- a. Maintain professional boundaries with clients and colleagues
 - b. Establish reasonable and realistic personal/professional 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
 - d. Contribute to class case discussions and group activities
 - f. Display social service worker theoretical/practice knowledge and skills in consultations, class discussions and fieldwork
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 Learning process/SSW vocational standards/learning plan/performance evaluations
2. Understanding and Engaging in Reflective Practice: Self Awareness, Personal Wellness, Ethics & Developing Professional Stance.
3. Effective Communication & Problem solving with clients, peers, faculty, supervisors
4. Building skills in supervision, consultation and team work
5. SSW Documentation
6. Understanding client context (micro, mezzo & macro level)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Social Services Worker Program Field Placement Manual (will be distributed in seminar class)
2. Ward, k. & Mama, R.S.M. (2015). *Breaking out of the Box: Adventure-Based Field Instruction*. 3rd ed. Chicago: Lyceum Books.

V. EVALUATION PROCESS/GRADING SYSTEM:

The final grade will be calculated according to the description of requirements. Further details will be provided in the addendum to the course outline, to be provided in the seminar class and posted on LMS. Assignments will focus on a variety of outcomes, including but not limited to:

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| 1. Peer Consult Report | 20% |
| 2. Oral Presentation/Display on Field placement | 20% |
| 3. Professional Reflections/Chapter Notes | 40% |
| 4. Skill Acquisition/Demonstration of SSW | 20% |
| 5. Professional Skill Development & Participation | |

The professor will provide assignment instructions, grading criteria and due dates in class and/or through postings on LMS.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
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.	

College Practice Statement:

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

SSW Professor Approach:

This professor will explain the student success strategy to students. The professor will request students sign a SSW Program Consent/Authorization to determine permission to release pertinent information to Student Services in order to promote and support student success and retention.

VI. SPECIAL NOTES:

Attendance:

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

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

Additional Course 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.** Skill acquisition/SSW professional development/participation is evaluated 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. It is the student responsibility to consult with the professor to develop success strategies if there are anticipated concerns about attendance requirements or upon three absences from seminar. Thus students are expected to track their attendance in this class.**
4. **Students who have an attendance rate that is less than 80% of class, the consequences will be one or more of the following:**
 1. A loss of partial or full grade in skill development/participation (determined by number, frequency and reasons for absences)
 2. Placement/Seminar review/suspension or withdrawal from the course and field,
 3. Meeting with faculty, Program Coordinator and/or Dean to develop an academic contract to address the barriers/issues while maintaining the essential skills related to the course outcomes.
 4. Failure of seminar and field placement.
5. Participation in seminar discussions and in-class activities is required. This is a professional responsibility and will be considered as a display of commitment. 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. Students, who are late for class, will be expected to wait until the first break of scheduled class to enter. Cell phones disrupt learning and students are expected to implement strategies to avoid this. These can include not bringing to class, turning them off or on vibrate mode only (for emergency situations only). Use of laptops in the class is not permitted given the sensitive nature of the course and the confidentiality requirements (unless professor approves for a specific learning purpose). 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. Students are to become familiar and adhere to SSW Fieldwork Policies and Procedures and to sign off that they have read and agree to abide by them.

8. All assignments are due at the beginning of class on identified due date. 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. **Students may discuss in advance (minimum one week prior to due date of assignment) to negotiate extensions for assignment when circumstances may hinder adherence to timelines.**
9. When indicated, APA style must be adhered to. Assignments submitted without proper referencing will be subject to the penalties associated with academic dishonesty.
10. Email submission of assignments: In circumstances where the student is unable, **for substantial reason**, to attend class when a **hard-copy** assignment is due, the student may email the professor the assignment. The date that the assignment is received will be considered by the Professor as the submission date. 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).
11. All assignments are to be word processed unless otherwise indicated by professor. Additionally, professional, edited work is required for all submissions.
12. **Students are to use the assignment submission method determined by the professor.** When the method of submission of assignments is through the Drop Box Tool, students **MUST** use this tool and ensure that the assignment has been submitted (maintain email record that is forwarded to student). Other methods of assignment submission will not be graded unless negotiated in advance with professor.

Skill Acquisition & Demonstration of SSW Professional Development:

Grade: 20%

Students will be evaluated for their skill development/participation grade (15%) based upon the following criteria. Students may be asked to submit their own self-evaluation on seminar performance as well as engage in peer evaluation process. Professor reserves discretion to determine grade assigned. 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, in the fieldwork setting 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.

ALL EXPECTATIONS MET: 20

- Demonstrates excellent preparation for class: has read assigned material, references this in class,
- Demonstrates interpersonal and team work skills that promote group cohesion, team development and respect for others

- 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 and interpersonal 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
- Consistent use of LMS to maintain communication regarding course-related activity/information
- All seminar and fieldwork assignments/expectations submitted on time and thoroughly completed
- Maintains expected or exceeds expected professional ethics and behaviour (i.e. respect, confidentiality)
- All seminar classes have been attended
- Attendance and/or punctuality in fieldwork is maintained at the expected/above expected level

MOST EXPECTATIONS MET: 16-19

- Demonstrates good preparation for class, knows most of the material, participates/completes majority of class activities
- 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
- Consistent use of LMS to maintain communication regarding course related activity/information
- Demonstrates expected level of verbal/written communication skills
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Seminar and 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)
- Attendance and/or punctuality in fieldwork is maintained at the expected level

SOME EXPECTATIONS MET, CONCERNS NOTED: 10-15

- Demonstrates adequate preparation, knows basic material, completes some of the in-class activities
- 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
- Inconsistent use of LMS impacting on staying current with course-related activity/information
- 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)

- Some Seminar and 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
- Attendance and/or punctuality in fieldwork falls below the expected level

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED: 0- 9

- Demonstrates minimal preparation, lack of knowledge of material, incompleting class prep notes and/or disengaged from class activities
- 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 and/or interpersonal 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
- Inconsistent use of LMS impacting on staying current with course related activity/information
- 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)
- Demonstrates consistent difficulty completing fieldwork/seminar assignments as instructed, in a timely and/professional manner
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- A pattern of absences/lack of punctuality noted in either class and/or fieldwork does not adhere to attendance requirements
- Seminar and fieldwork assignments incomplete, late or concerns noted in quality of work