

I. COURSE DESCRIPTION:

This course is designed as a co-requisite to Fieldwork. The seminar is intended to support and enhance the students continued learning and growth within placement settings. Within an atmosphere of trust and respect, students will have the opportunity to share experiences, resources, strengths and challenges. Toward this end, students are required to relate learning experiences from their placement in the form of team consultations. The seminar promotes integration of social work theory and knowledge as applied to practicum. Professional development and preparation for graduation will be integrated in the seminar class.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the performance:

- a. Maintain professional boundaries with clients and colleagues
 - b. Establish reasonable and realistic personal goals to enhance work performance
 - c. Maintain and utilize self-care plan
 - 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 growth development activities
 - d. Demonstrate skill in teamwork and decision-making by actively contributing to class case discussions.
3. Develop and maintain effective group facilitation and team leadership skills.

Potential Elements of the performance:

- a. Function effectively as a member of a team (seminar and placement setting)
- b. Plan and implement selected group/team-building strategies reflective of social work group concepts
- c. Evaluate and document the results of implemented strategies
- c. Demonstrate collaborative and respectful relationships with others
- d. Participate effectively in conflict-resolution and team consultation process

4. Develop and apply micro, mezzo, and macro level techniques to address systemic barriers, social needs, or structural problems as they affect individuals and communities.

Potential Elements of the performance:

- a. Apply knowledge of planning strategies to the development of action plans, community needs assessments, project development or funding proposals
- b. Apply knowledge of assessment and intervention strategies with clientele served
- c. Plan and organize communications according to the purpose and audiences, by completing various written and oral reports as outlined herein
- d. Produce material that conforms to the conventions of the chosen format

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

In addition to the resources of the College, students will be required to obtain the following text:

1. Sheafor, B., & Horejsi, C. (2003). 6th Ed. *Techniques and Guidelines for Social Work Practice*. Toronto: Allyn and Bacon
2. Social Services Worker Program *Field Placement Manual*

IV. METHODOLOGY:

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

* The provisions of the "Social Service Worker Program Policies" will apply at all times in this course, especially with regard to confidentiality and reporting format.

V. REQUIREMENTS:

1. Preservation of confidentiality as per SSW policy on confidentiality and adherence to the professional code of ethics.
2. Attendance at seminar is required unless there are exceptional circumstances that prevent you from attending. These circumstances would be **occasional** medical emergencies or serious illness, or other situations that might be deemed acceptable after consultation with the seminar faculty. It is the student's responsibility to inform the professor before class begins by email or by phone. As the seminar is a co-requisite with field, it is critical that students attend weekly as this directly affects your continuation in field placement. Graduate level participation is expected to promote individual and group learning. One cannot participate if absent!

90% of class hours attended is the minimum standard, after which marks will be reduced. Attendance and participation is worth 20% of your final mark, as outlined in the course outline.

The professor will track attendance. If less than 90% of class hours are attended, the student will be subjected to one or more of the following consequences:

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 issues
 4. Failure of seminar and field placement.
3. Participation in seminar discussion will be consistent with the SSW professional standards in the field. This is a professional responsibility and will be considered as a display of commitment. Behaviour that distracts from the group learning will be addressed immediately and may lead to grade demotion and/or removal of the student from the class.
 4. Punctual completion of various assignments and tasks is expected to be at the graduate level. **Late assignments will not be accepted or graded unless the student demonstrates substantial and substantiated reasons or is pre-approved by the professor.**

VI EVALUATION PROCESS/GRADING SYSTEM:

GRADING

The final grade will be calculated according to the description of requirements. The outline below will indicate how to earn your grade:

- | | |
|-------------------------------------|-----|
| 1. Work Plan for proposal/project | 10% |
| 2. Proposal or Pre-approved project | 25% |
| 3. Learning Contract | 10% |
| 4. Peer Consultation & Report | 15% |
| 5. Group Facilitation & Report | 20% |
| 6. Attendance & Participation | 20% |

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	Definition	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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.	

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.

VII. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

APPENDIX - Specific Assignments - Outline

A. Learning Contract and Goal Tracking Form

Grade: 10%

Date Due: Friday, January 28th, 2005 at the beginning of class

Students must submit their learning contract and goal tracking form in accordance with the format reviewed and discussed by the professor. Learning contracts must be signed and reviewed by the fieldwork supervisor. Learning contracts that are not submitted on time or without the fieldwork supervisor's signature will not be graded.

B. Work Plan for proposal/pre-approved project

Grade: 10% of final grade

Date Due: February 11, 2005, at the beginning of class

Students are expected to submit a work plan, detailing the strategies and time-lines regarding the completion of the proposal and/or pre-approved project. Students will submit the work plan in the following format:

Objective:	Activity:	Timelines:	Outcome:
1.			
2.			
3.			
4.			
5.			

The professor will provide additional instructions in class.

C. Proposal or Pre-approved project

Grade: 25% of final grade

Date Due: March 18, 2005, at beginning of class

All proposals will be submitted at the beginning of seminar class on March 18th, 2005. Students who choose not to submit proposal in accordance with this expectation, will receive 0%. In the field, late proposal submissions are not acceptable. Early submissions will be accepted.

Your placement supervisor's must sign and date when the proposal/project was reviewed. Proposals without the supervisor's signature and date reviewed will not be graded. Therefore, you need to plan to have supervisor review your work! Do not leave this to the last minute. If you are wise, you will be submitting drafts to your supervisor and incorporating the feedback into revisions. This is a large project, so you are encouraged to work on it each week.

Your proposal **should** contain the following key components. If the format you are using for your proposal differs or your agency supervisor has recommended a different format, please ensure that the professor has reviewed and approved that this meets the academic requirements.

Key Components:

1. Cover Letter
2. Title Page
3. Table of Contents
4. Introduction/Project Overview
5. Statement of Need/Background Information
6. Project Details
 - a. Goals
 - b. Objectives
 - c. Target Group
 - d. Methods/Action Plan
 - e. Other – Staff/Administration, available resources
7. Needed Resources (i.e. personnel, facilities, supplies, etc.)
8. Budget
9. Evaluation Plan
10. Appendices (supporting documentation, i.e. letters of support, organizational chart, information on agencies, partners, important research to support need etc.)

I encourage you to review websites on proposal writing. A few suggested websites:

<http://www.LearnerAssociates.net>

<http://www.cpb.org/grants/grantwriting.html>

<http://views.vcu.edu/ospa/grant/ProposalCheck.htm>

D. Peer Consultation & Report:

Grade: 15%

Date Due: As scheduled by professor

The professor will schedule peer consultation dates for each student. Students will prepare a focused question to meet their learning needs and that of the class. Students will follow the format below for both the verbal and written consultation. In-class consultation will be structured in 10-15 minutes. Submission of the written report will be within **one week** of seminar consultation and follow the guidelines below:

Peer Consultation Report:

1. Briefly, describe the issue, incident, case, or problem for which you are requesting the group's assistance. Provide adequate information but omit any identifying data.
2. Formulate a focused question for the group and provide a rationale for this.
3. Summarize the feedback or suggestions the group provided
4. Follow up. Describe what actions you have taken and what outcomes have resulted since the consultation.
5. Integrate. What specific social work knowledge, values, and/or skills are useful for understanding and responding to your issue?

E. Group Facilitation & Report**Date Due: As scheduled by professor****Grade: 20% of final grade**

Students will be grouped in pairs and scheduled to lead and facilitate 30 minutes of the seminar class. Students are expected to plan activities that promote learning and integration of group work knowledge. Students must submit a written report within one week of facilitation in accordance with professor's guidelines. Additional instructions will be provided in class.

Students who have trouble with their respective partners are expected to problem-solve. If this is not successful, students must meet with the professor to discuss concerns **one week before** the scheduled facilitation date. No contact regarding group problems will be acceptable by the professor beyond this.

F. Attendance & Participation**Grade: 20%****Grade assigned is based on the guidelines below and is a function primarily your behaviour and participation in class not just attending class.**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. Food is permitted if part of group facilitation assignment. Most importantly, when anyone in the class has the floor for speaking, it is the obligation of the rest of the class to LISTEN and demonstrate interest. 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.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**ALL EXPECTATIONS MET 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 analysis focused 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 good level of self-understanding and commitment to personal and professional development

MOST EXPECTATIONS MET 15-19 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
- Participates usually only when called on

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 10-14 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.)
- Participates usually only when called on

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-9 points

- Demonstrates minimal preparation, lack of knowledge of material
- Body language has given the impression of disinterest in content of class
- Participates 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.)