

PROGRAM GUIDE

# School of Health & Community Services (HCS) Social Service Worker

2021-2022





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*Please note the following important information:*

*Durham College strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, timetable or campus location at any time. Please consult the [Durham College website](#) for the most current information.*

June 2021

# Welcome Students

## A Message from the Dean and Associate Dean

On behalf of the faculty and staff of the School of Health & Community Services, it is a pleasure to welcome you to Durham College.

We are committed to providing a high quality program to meet your educational needs. We wish you success as you embark on a challenging journey toward a rewarding career. We will do our best to support you in reaching your career goals. If you have any questions or need assistance please ask us for help to access the many services available to support your success.

We are pleased you have chosen Durham College. We look forward to working with you.

Sincerely,



Ralph Hoffman, M.A.,B.Sc., ACP  
Interim Executive Dean,  
School of Health & Community Services

Sincerely,



Beverly Neblett, BA, MA  
Associate Dean,  
School of Health & Community Services

## **A Message from the Executive Vice President, Academic**

I am so pleased to welcome you to Durham College (DC). Whether you are a returning student, getting back into the swing of things, or this is your first year of college, and you are just beginning this next stage of your educational journey, it is an exciting time.

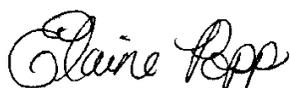
As a leading post-secondary destination, DC offers a comprehensive range of exceptional academic programs and student services. Our students develop the professional and durable skills required to realize meaningful careers and make a difference in the world.

DC continues to lead the way. We do this through our continued development of initiatives to support students in their transition to college, delivering excellence in teaching and learning, our focus on providing opportunities for experiential learning, and our expansion of technology-enabled learning opportunities. Our goal is to inspire students to create success for themselves and their communities through the best in innovative and transformative education.

As this new semester begins, it is also important to acknowledge that our world is changing at a rapid pace. By choosing to study with DC this year, you've demonstrated a willingness to adapt and grow with our evolving environment, which will help you move forward with your studies and life. We are all learning and experiencing things in new ways, and I encourage you to keep that momentum. Get to know your faculty members, your program coordinator, your student advisor and your associate dean. These individuals can provide you with valuable information and resources to support your studies and career planning. Make the most of the enriching and rewarding opportunities available to you.

You have made a fantastic decision to join us at DC. We look forward to supporting you and participating in your academic journey. We are confident that you will soon see why DC is one of Canada's top colleges.

Have a successful academic year!

A handwritten signature in cursive script that reads "Elaine Popp".

Dr. Elaine Popp  
Executive Vice President, Academic

# School of Health & Community Services

## Social Service Worker Program Faculty & Staff

Interim Executive Dean	Ralph Hofmann	Ext. 3285	<a href="mailto:ralph.hofmann@durhamcollege.ca">ralph.hofmann@durhamcollege.ca</a>
Associate Dean	Bev Neblett	Ext. 2471	<a href="mailto:bev.neblett@durhamcollege.ca">bev.neblett@durhamcollege.ca</a>
Administrative Coordinator	Shari Kinney	Ext. 2375	<a href="mailto:shari.kinney@durhamcollege.ca">shari.kinney@durhamcollege.ca</a>
Student Advisor	Lisa Schultz	Ext. 2288	<a href="mailto:lisa.schultz@durhamcollege.ca">lisa.schultz@durhamcollege.ca</a>
Placement Officer	Lisa Schultz	Ext. 2288	<a href="mailto:lisa.schultz@durhamcollege.ca">lisa.schultz@durhamcollege.ca</a>
Office Administrative Assistant	Lori Barbara	Ext. 2542	<a href="mailto:lori.barbara@durhamcollege.ca">lori.barbara@durhamcollege.ca</a>
Program Coordinator	Randy Uyenaka	Ext. 3758	<a href="mailto:randy.uyenaka@durhamcollege.ca">randy.uyenaka@durhamcollege.ca</a>

The above individuals may be contacted by dialing directly 905.721.2000, followed by the appropriate extension.

### School of Health & Community Services Office

Location: SW106 - Gordon Willey Building

Telephone: 905.721.3080

Fax: 905.721.3189

Website: [http://www.durhamcollege.ca/academic-schools/school-of-health-community\\_services](http://www.durhamcollege.ca/academic-schools/school-of-health-community_services)

### Health & Wellness Centre

G127 (Main Campus) 905.721.3037

### Access and Support Centre

SW116 (Main Campus) 905.721.3123

### Coaching and Support Centre

SW116 (Main Campus) 905.721.3147

# SSW Program Information

## Program History and Philosophy

The Social Service Worker program, formerly known as Human Services Counsellor and Human Services Worker program, was approved in 1990 and offered through Durham College's Continuous Education Division. In 1994, the program was launched as a full-time program as the college recognized the need for graduates to be able to work in a broad network of programs and services within the community and social services sectors.

**In 2006, Durham College's Social Services Worker (formerly the Human Services Counsellor) program was approved by the Ontario College of Social Workers and Social Service Workers (OCSWSSW). Graduates are eligible for membership in the College upon successful completion of the program.**

Social Service Worker program graduates demonstrate an understanding of and ability to adhere to a number of values and guiding principles in their occupational practice. Such values and principles reflect:

- A belief in the fundamental right to respect, dignity and self-determination of all individuals.
- A recognition of the worth and potential of all individuals.
- A belief in the right to self-determination of Indigenous peoples in Canada including their right to determine, receive, and have access to culturally appropriate social services.
- A commitment to the linguistic duality of Ontario, including the right to access social services in the French Language.
- A desire to promote justice, equality, and access to culturally appropriate and relevant services to all, respecting race, ethnicity, national origin, culture, language, religion, gender identity, gender expression, age, physical and intellectual ability, sexual orientation, and socio-economic status.
- An empowerment of people, groups and communities to identify and utilize their own strengths to address systemic barriers to meeting their needs.
- A knowledge of different approaches and the ability to put them into practice in order to contribute to the positive development of individuals.
- Accountability to service users, communities, and to society including Indigenous communities.
- Accountability to service consumers, communities, and society.

## **Professional Responsibility**

Persons who have benefited from social services or related helping professions are often attracted to this field and career direction. However in order to maintain clear professional boundaries between clients and workers, it is strongly recommended that a person complete a minimum of one year of successful recovery and stabilization before registering in this program. This program or any courses in the Social Service Worker program should not be utilized as a component of the change and rehabilitation process.

## **Description**

The Social Service Worker program combines classroom work with practical experience to provide graduates with the skills, knowledge and attitudes required to work in the diverse and complex field of community and social services. The program focuses on the development of front-line interviewing and counselling skills and competencies that will prepare students to work with individuals and groups in a variety of social service settings. In addition to theoretical models, methods and skills of social service work practice, students receive extensive training in group work, life skills methodology, crisis intervention and community organizing and development.

Throughout the program, students' classroom learning is complemented with over 600 hours of field experience (supervised by qualified, professional practitioners) in a minimum of two different settings. The college has maintained relationships with well over 50 agencies in a wide range of community, and social service settings throughout the Durham Region.

Students will be prepared to work in diverse, urban communities. They will develop the ability to respond to individual and community issues of homelessness, poverty, substance abuse, mental illness, oppression, and social justice. An understanding of family systems, societal and cultural factors, and advocacy are integral components of the program of study.

## **Career Opportunities**

Social Service Worker graduates may obtain employment in a wide variety of social service settings, including those associated with mental health, criminal justice, social justice, addictions, education and gerontology. Front-line social service workers can be employed by:

- Mental health agencies
- Community Living Associations
- Abused women's shelters
- Addiction agencies
- Educational institutions
- Seniors facilities
- Social services agencies
- Supportive living residences
- Employment services

## Higher Learning Opportunities

Graduates of the Social Service Worker program may be eligible to continue their studies in the following programs:

- Addictions and Mental Health Graduate Certificate Program at Durham College, Oshawa, Ontario
- Penology and Youth Graduate Certificate Program at Durham College, Oshawa, Ontario
- Bachelor of Professional Arts - Human Services degree program at Athabasca University, Athabasca, Alberta
- Advanced standing credit to the Bachelor of Human Services degree program at Griffith University, Queensland, Australia
- Advanced standing credit into the Bachelor of Arts (General and Honors) degree program at Brock University, St. Catherine's, Ontario
- Advanced standing credit into the Bachelor of Social Work degree program (Part-Time studies) at Ryerson University, Toronto, Ontario
- Advanced standing credit into the Bachelor of Social Work degree program at Trent University, Oshawa and Peterborough locations

For specific eligibility requirements for these programs, contact or visit the following school website: <http://www.durhamcollege.ca/programs-and-courses/pathways-further-your-education>

## Social Service Worker Learning Outcomes

### *College Standards and Accreditation Council Program Standards*

The College Standards and Accreditation Council (CSAC) states that each program standard for a postsecondary program includes the following elements:

#### **Vocational standard**

(The vocationally specific learning outcomes which apply to the program in question),

#### **Generic skills standard**

(The generic skills learning outcomes which apply to programs of similar length), and

#### **General education standard**

(The requirement for general education courses that applies to post-secondary programs).

The vocational and generic skills components of program standards are expressed in terms of learning outcomes.

Learning outcomes represent culminating demonstrations of learning and achievement. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

### **Synopsis of the Vocational Learning Outcomes**

The CSAC Program Standards for the Social Service Worker program are outlined as follows:

*Upon successful completion of the Social Service Worker program, the graduate will have reliably demonstrated the ability to:*

1. Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
2. Record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.
3. Integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals.
4. Plan and implement accessible and responsive programs and services, recognizing the diverse needs and experiences of individuals, groups, families and communities, and meeting these needs.
5. Examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client.
6. Develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.
7. Work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.
8. Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.

9. Work with individuals, groups, families and their communities to ensure that service provider strategies promote social and economic justice, and challenge patterns of oppression, discrimination and harassment, and sexual violence with clients, coworkers and communities.
10. Develop the capacity to work with the Indigenous individual, families, groups and communities while respecting their inherent rights to self-determine, and to identify and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice.
11. Implement the Life Skills methodology across a wide range of environments supporting growth of individuals in a variety of contexts.
12. Utilize intentional counselling techniques to facilitate the interview and counselling process in a variety of settings.
13. Apply knowledge of family dynamics when supporting the client and/or family.
14. Apply the principles of crisis intervention in a variety of settings.
15. Apply the principles of psychopharmacology and pharmacotherapy in the practice of social service work.

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance. Standards 1 – 10 are the same as the approved program standards for four-semester Social Service Worker programs approved by the Ministry of Education and Training (MCU code 50721) for delivery by Ontario Colleges of Applied Arts and Technology College Standards and Accreditation Council, October 2018.

# Durham College

## Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to <http://www.durhamcollege.ca/about-us/corporate-links/governance/policies>

### Program Specific Academic Policies & Procedures

Specific policies which support the assumptions and beliefs of the Social Service Worker program have been developed. It is the student's responsibility to read and be aware of these policies.

The School of Health & Community Services reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes.

#### Test Expectation and Procedures

Students will be required to present their student I.D. card for all tests. If an I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test. Please ensure that you bring your DURHAM COLLEGE STUDENT I.D. card to all tests.

#### Section I

It is the student's responsibility to:

1. Check the test timetable carefully. **Ensure awareness of the time and place that the test/examination is being written.**
2. It is expected that **all students will be present to write the test or exam in the scheduled time slot.** A student who misses a test must notify his/her professor by email (through DC Connect mail) documenting the reason for the missed test prior to the test being written, or in the case of an emergency, within 24 hours of the missed test being given.
3. If a student follows the above process for a missed test, s/he will be offered the opportunity to write the missed test. The professor will determine the day/time and location for the completion of the test. The day/time/location will not be negotiable and if the student does not follow through then s/he will receive a mark of "0" for the test.

4. Students who have been identified by the ACCESS AND SUPPORT CENTRE (ASC) office as being eligible for test accommodations are responsible for making appropriate arrangements for writing tests with the ASC office and will take responsibility for informing the professor of any such arrangements. Students writing tests and exams in an alternate location are expected to do so at the same time that the regularly scheduled test/exam occurs.

## Section II

In order to ensure a quiet environment throughout the test, the following guidelines are in effect:

1. **No time extensions** will be granted for late arrivals. No student will be allowed to enter the test room after the first 30 minutes or after the first student to complete the test leaves the room.
2. Keep only erasers, pens, pencils and Kleenex on the desk. All other articles must be removed from the desk. Any other required items will be supplied.
3. Stop talking upon entering the room. The test paper should not be turned over until directed to do so.
4. Be sure your name appears on all Scantron cards, booklets and papers.
5. Check the test paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.
6. Complete the computer forms correctly. Answers appearing on the Scantron card will be used to determine the grade. The Scantron card cannot be altered by the student or the invigilator once it has been submitted.
7. Initial the class list at the beginning of the test to confirm attendance.
8. If questions or problems arise during the test, the invigilator should be notified by a raised hand.
9. Students should not remain in the hall outside the room as talking in the hall is disruptive.

## Written Assignments

1. All written papers are to be submitted as specified by the course professor. Unless otherwise directed by the professor, submissions made by other means than those written on the assignment instructions will not be accepted and may result in a "0" grade for the assignment.

If a student experiences technical difficulties when attempting to submit an assignment electronically they need to contact the IT Help Desk at 905-721-3333 or email [itsupport@dc-uoit.ca](mailto:itsupport@dc-uoit.ca) and have a "ticket" opened. If the technical issue cannot be resolved, the ticket number is to be provided to the professor.

Late assignments:

- Non-negotiated Late Assignment:  
This is an assignment that has been handed in late, and there has not been a verbal, contractual agreement between the student and the professor to extend the time for the assignment to be handed in. This assignment is considered late and will be assigned a grade of "0".
  - Negotiated Late Assignment:  
This is an assignment that has been handed in late, but with the permission of the professor. It is the responsibility of the student to notify the professor no later than **24 hours** prior to the submission date, if s/he is unable to submit the assignment as directed. The professor and student, through discussion, will have mutually agreed on the time/extension that the student will receive to hand in the assignment. The student's grade will be penalized at the rate of 10% per day (including due date of assignment) for each extra negotiated day.
  - Extenuating Circumstances:  
In the event of unexpected absence, students must contact the course professor by 9:30 am of the due date. The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. The student must provide appropriate documentation (e.g. note from doctor, dentist, etc.) to validate the absence and secure permission for the assignment to be submitted at a later time and/or date.
2. Students are responsible for keeping all marked assignments and course work for future reference.
  3. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to <http://www.durhamcollege.ca/gradeappeal>.
  4. All assignments are to be written following the APA (American Psychological Society) format. A document prepared by the College library outlining APA format is a required resource and available from the library.
  5. Written work submitted must be the product of student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in Academic Integrity Procedure = ACAD – 101.1.

## **Student Conduct**

Students are expected to conduct themselves in a professional manner both in class and online. It is everyone's responsibility to have respect for their peers and contribute to a positive learning environment. These responsibilities extend to the use of electronic communication devices. Your Professor may request that students not use their computers and turn off and put away cell/smart phones during particular segments of classes, e.g. when having a guest speaker, during peer presentations etc. Anyone who refuses a Professor's direction regarding the use of electronic devices or disrupts a class to the detriment of other students will be asked to leave. Following a second infraction, the student will be issued an academic alert, which will become part of their student record.

## **Attendance**

Attendance has been shown to be the best predictor of student success. Most courses are designed to build on skills previously learned and applied in class; a student missing topics will find it more difficult to complete subsequent assignments. If a student is absent from class, it is his/her responsibility, prior to the next class, to learn what was missed.

Students are expected to attend class weekly and participate in all forms of evaluation. Students are expected to be punctual and to actively participate in class and online discussions, exercises, activities and homework related to the course topics. If going to be absent, students are expected to contact the professor before, or on the day of the scheduled class, should an emergency occur. Arriving late or leaving early will be assessed as an absence for the lab class attendance grade.

## **Late Arrivals in Class**

Students are expected to arrive to class on time both at the beginning of class and after breaks. Professors recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and disturbs a class already in progress, the professor has the right to prohibit entry to the classroom until a suitable break occurs.

At the discretion of the professor, late arrivals may not be permitted if they will disrupt the learning process. This may include: during student/peer presentations, guest speakers, group work/role play and similar activities. (Special circumstances may be presented to the professor in advance of the class for consideration.)

Students who arrive late on the day of a test will not be given any additional time to complete the test. No student will be allowed to enter the test room after the first 30 minutes or the first student to complete the test leaves the room.

## **Communication**

Communication is important to all of us in the SSW program. Each Durham College student has a DC e-mail address which they should check daily. Students are expected to check MyCampus daily for both college-wide and program specific information (especially information conveyed by the Placement Officer). Communication between students and faculty via e-mail is limited to the DC Mail system. Durham College faculty do not use or reply to personal e-mail addresses. Emails need to be grammatically correct with proper spelling and punctuation to reflect professional student-professor communication. Some professors require students to utilize the DC Connect mail system for specific course communication. It is each student's responsibility to know which professors have this requirement and adhere to it.

It is the student's responsibility to keep the professor informed about any circumstances which may be interfering with the student's success in that subject. The professor cannot provide support and assistance if s/he is not aware that a problem exists. Students will be encouraged to assume responsibility for accessing the necessary supports that faculty recommend. Students can leave messages on the professor's voice mail or e-mail 24 hours a day and arrangements can be made for the professor and the student to meet and work together to resolve any issues or challenges.

If a student has a concern about an individual course, the first step in finding a solution should be a discussion with the professor of that course. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Student Advisor who will discuss appropriate options available to the student.

## **Classroom Conduct**

*Character, behaviour and academics are equally important to student success.*

Students are expected to conduct themselves in a professional manner at ALL times both in class and online. It is everyone's responsibility to have respect for their peers and the faculty. Students are expected to pay full attention in class, follow the direction of the course professor and avoid distracting others.

## **Peer Feedback**

In specific classes, students may be required to participate with their peers in role-play demonstrations of their learned interviewing skills and techniques. These skills demonstrations provide a structured opportunity for the student to be evaluated and receive written/verbal feedback from their peers on their application of the learned course material. Missed peer evaluation work cannot be made up or supplemented. Any partial or missed work will be assigned a mark of "0".

## **In-Process Work**

Class participation, sharing information and ideas in class discussion and group work will enhance the student's own personal and professional growth. The in-process mark is based on attendance and/or in-class exercises. Attendance checks and/or in-class exercises will be taken or assigned at the professor's discretion. If a student is absent when attendance is checked or when an exercise is assigned, s/he will receive a mark of "0" for that attendance check or exercise. This work cannot be made up or supplemented. Arriving late or leaving early will be considered an absence for in process marks.

## **Eating and Drinking in Classrooms**

Light snacks and drinks are permitted in classrooms as long as the student takes responsibility for removing garbage and cleaning up his/her workspace before leaving the class. The professor has the right to revoke this privilege if these conditions are not met or if other students in class object to the practice.

## **Missed Test Policy**

It is expected that all students will be present to write the test in the scheduled time slot. A student who misses a test must notify his/her professor by email (through DC Connect mail) **prior** to the test being written. Communications passed through third parties, i.e. a classmate, family member or friend are not acceptable alternatives to meet this requirement. If a student follows the above process for a missed test he/she will be offered an alternate time to complete this evaluation. The course professor will determine the date, time, location and the format of the missed test which will not be negotiable. If the student does not attend the new test, a grade of '0' will be given for the test.

Tests are critical. Arriving for your test on time and on the date the test is scheduled is expected. Please review your course outline in the first week of the semester and record the dates of your tests. Connect with your professor immediately if you have a conflict with the test date.

Consider your reasons for missing a test...this is an important evaluation component and you should consider it mandatory.

## **Technology**

Electronic devices can enhance learning; however it can also hinder it. Listening to music, text messaging, cell phone calling, and internet surfing can distract both those who engage in these acts as well as those around them; therefore all cell phones, computers, pagers, MP players, iPods and iPads are to be turned off before the start of class (unless otherwise instructed by the professor).

NOTE: At no time may a student post anything related to faculty, staff, clients, other students, class or field placement on social media. Students are expected to utilize DC Connect to

communicate about any program, class or course information.

Professors recognize that there may be times when a student needs to be available to receive an urgent call. If a student requests and is granted this privilege, it is expected that the phone will be turned to “vibrate” so that its ringing will not disrupt the class or disturb other students. It is also expected that, should a call come in, the student will leave the classroom to respond.

Social Service Worker (SSWK)

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Hrs	Hrs	Hrs
<b>SSWK-SEM1</b>							
Communication Foundations - Health & Community Services		COMM 1803			3	0	
LIFESKILLS PRACTICE		COUN 2504			3	0	
PRINCIPLES OF PSYCHOLOGY		PSYC 1501			2	0	1
INTERVIEWING AND COUNSELLING SKILLS I		SSW 1500			1	2	
PROFESSIONAL PRACTICE IN SSW		SSW 1504			2	0	
FIELD PLACEMENT PREPARATION		SSWF 1000			1	1	
RECORD KEEPING&REPORT WRITING		WRIT 1502			1	0	1
					<b>13</b>	<b>3</b>	<b>2</b>
<b>SSWK-SEM2</b>							
ACADEMIC WRITING FOR SUCCESS STRATEGIES		COMM 2715	COMM 1803		3	0	
LIFESKILLS THEORY		COUN 2505	COUN 2504		3	0	
FIELD PLACEMENT I & SEMINAR		FWK 1507	SSW 1500, SSW 1504, SSWF 1000, WRIT 1502		1	0	221
INTERVIEWING AND COUNSELLING SKILLS II		SSW 2500	SSW 1500		1	2	
DIVERSITY & CULTURAL COMPETENCE		SSW 2501			2	0	
CRISIS INTERVENTION		SSW 2506	SSW 1500		3	0	
GENERAL ELECTIVE CREDIT	OPT1	GNED 0000			3	0	
					<b>16</b>	<b>2</b>	<b>221</b>

Social Service Worker (SSWK)

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
<b>SSWK-SEM3</b>							
FAMILY & FAMILY SYSTEMS		COUN 3501	SSW 2500		3	0	0
GROUP DYNAMICS		COUN 3503	SSW 2500		1	2	
FIELD PLACEMENT II & SEMINAR		FWK 2501	COUN 2504, FWK 1507, SSW 2500, SSW 2501		1	0	221
DEVELOPMT ACROSS THE LIFESPAN		PSYC 2500	PSYC 1501		3	0	
PHARMACOLOGY & BEHAVIOUR		SSW 3500			2	0	1
SOCIAL WELFARE POLICY		SSW 3501			2	0	1
GENERAL ELECTIVE CREDIT	OPT1	GNED 0000			3	0	
					<b>15</b>	<b>2</b>	<b>223</b>
<b>SSWK-SEM4</b>							
FIELD PLACEMENT III & SEMINAR		FWK 3501	COUN 3503, FWK 2501, PSYC 2500, SSW 2500, SSW 3500		1	0	221
ABNORMAL PSYCHOLOGY		PSYC 2501	PSYC 1501		3	0	
ADD & MENTAL HLTH THEOR & PRAC		SSW 4500	COUN 3501, SSW 2500, SSW 3500, WRIT 1502		2	0	1
SOCIAL JUSTICE		SSW 4501	SSW 3501		2	0	1
GENERAL ELECTIVE CREDIT	OPT1	GNED 0000			3	0	
					<b>11</b>	<b>0</b>	<b>223</b>

**NOTES:**  
 OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. OPT1 subjects are included in total hours per week.  
 GNED - Courses with this Subject Code are "General Education" subjects, GNED 0000 you are required to choose a 'General Education Elective' that term when you register.  
 SPEC 0000 - when displays as a pre-requisite you are required to have passed all previous courses and have a GPA of 2.0.  
 COOP - See co-op work term registration page in the following semester (spring/summer).  
 MOD1/MOD2 - course is delivered over a portion of the semester.

# Field Placement

Field training provides valuable experience in the workplace. When on field placement, students must realize that their behavior reflects on the entire student body of the Durham College SSW program and the image of the college as a whole. Students are expected to act in a professional manner at all times and in any situation that may arise. This includes punctuality and regular attendance.

## **Eligibility**

Students must obtain and maintain a program specific GPA of 2.0, successfully complete all prerequisites, and have a pass on all pre-placement documents from Synergy to be eligible to participate and continue in field placement. Any student on a Letter of Permission, Academic Probation or who has an unresolved Academic Notice (see [www.durhamcollege.ca/policies](http://www.durhamcollege.ca/policies)) will not be allowed to start or continue in field placement until the issue pertaining to the notice or letter of permission/probation has been successfully addressed.

## **Criminal Reference Check**

Students are required to get a criminal reference check, including Vulnerable Sector Screen **prior to commencing placement in each semester**. Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence (hometown). When requesting a criminal reference check, students must inform the police that the criminal reference check is required for work with vulnerable persons and is required for a student placement.

Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and Government of Canada. These procedures and regulations may change at any time without notification. Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011, the following reflects the current procedures and regulations of the RCMP with regard to Vulnerable Sector Verifications.

**The RCMP identified a means to enhance vulnerable sector checks to make searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society.**

**As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever gender and the date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy. This process will take at least four (4) months.**

This is an excerpt from the RCMP website: <http://www.rcmp-grc.gc.ca/en/criminal-record-checks>  
Students with criminal charges or convictions, criminal charges pending or an unclear criminal record will be severely limited in placement and/or employment opportunities or be denied by the placement agency, and therefore may be unable to complete the program.

### **Health & Safety Requirements**

All required pre-practicum documentation must be submitted to Synergy Gateway [https://cpp.smartsimple4.biz/s\\_Login.jsp](https://cpp.smartsimple4.biz/s_Login.jsp) our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates will be communicated to students through email in 1st year and through DC Mail email in the remaining semesters. Exceptions to these dates are non-negotiable due to liability and safety regulations. Annual certification in Cardiopulmonary Resuscitation (CPR-C) and Standard First Aid is required prior to the start of placement. All costs associated with CPR-C/Standard First Aid certification and inoculations, are the responsibility of the student.

### **Transportation**

Students are responsible for their own transportation for their practicum/field placement requirements. Students are responsible for all costs associated with such transportation, which may or may not be proximal to transit lines.

### **Selection Process**

As some students may not be familiar with the mandate, working philosophy or populations served by various social services agencies, Program Faculty and the Program Coordinator reserve the right to have final say in the selection of the first Field Placement. Students will however have the majority of input in selecting their second and third Field Placement agency. Selection is based on discussions and assignments completed in Field Placement Preparation and Field Placement Seminar classes about career direction, location and opportunities for professional growth. Students will be required to successfully complete an interview with the selected agency prior to being offered a placement.

Students are required to change placement agencies after completing their first field placement. Each student must have a minimum of two different field placement agencies while in the program (unless otherwise approved by the Program Coordinator). Field Placement II and III will be completed with the same agency. Faculty consultation, as well as support from the Field Placement Officer will be available to students to assist them with their research and planning for placement.

## **Conflict of Interest**

Students are required to self-identify any conflict of interest they may have in their assigned field placement. Notification must be made in writing to the Placement Officer if the student has:

- Relatives or friends who are employed or volunteer (in any capacity) at a placement agency site;
- An employment or volunteer relationship at a placement agency site;
- Any other affiliation with a placement agency site which could place them in a position of conflict of interest while attending placement.

## **Student Conduct**

Students are expected to dress professionally and appropriately for the placement setting. It is the student's responsibility to maintain respect for his/her peers and conduct him/herself in a professional manner while in placement. Students are not to use personal electronic devices while on placement. Students should ensure that personal property, including cell/smartphones, is safely secured while on placement.

**Students should not take any photos/videos while at placement unless specifically directed to do so by the supervisor.**

**Students may not administer medication to any clients or participate in the application of physical restraints.**

## **Attendance**

Students are expected to attend field placement two days a week, 8 hours per day (off-site), totaling 16 hours/week. In situations where the agency/organization work day is less than 8 hours, the student must make arrangements to make up these additional hours. In addition to the weekly hours in placement, students will be given credit for 1 hour each week to complete their weekly journal. Students are not expected to attend placement on Statutory Holidays and will not be expected to make up these hours.

The scheduled hours for placement will be negotiated with the field placement agency supervisor, student and the college advisor. Placement hours are acceptable throughout the week (that includes weekdays and weekends). Although it is understood that the agency may require students to work some evenings and weekends, all shifts must be done outside of scheduled class hours.

Students are expected to attend placement punctually and actively participate in all activities assigned by their supervisor/delegate. Students will be allowed **one** sick day in placement per semester and will not be required to make up these hours. Any missed placement time, outside this one sick day, needs to be made up in consultation with the placement supervisor.

**In the event of absence from placement, due to personal matters, emergency or unforeseen events, students are expected to contact the placement supervisor, according to agency procedures, and their college advisor before, or on the day they were scheduled to attend placement. Upon return to placement, arrangements to make up for any missed time are to be discussed with the agency supervisor and college advisor.**

SEMINAR CLASS ATTENDANCE: Field placement seminar is a mandatory attendance weekly class. Students are expected to attend class punctually and to actively participate in class discussions, activities, exercises, and homework related to the course topics. If going to be absent, students are expected to contact the professor before, or on the day of the scheduled class, should an emergency occur. Students will be allowed a maximum of two legitimate absences each semester. If a student is absent for more than 2 seminar classes, an academic notice will be filed and the student will be at risk of failing both seminar and placement.

Failure to comply with attendance requirements will result in a failing grade.

### **Placement Supervision**

While on placement, students are assigned a College Advisor, whose responsibility is to facilitate the teaching effort of the field placement supervisor, oversee the students successful completion of hours and learning objectives, provide information about the field placement course, interpret policies, keep channels of communication open with the agency and determine a mid-term and final grade. Direct supervision, while on placement, is completed by a field placement supervisor who is an appropriately credentialed and experienced employee of the placement agency familiar with the Social Services field. The field placement agency employees are accountable for the safety of the students and the clients and therefore must be directly involved in decisions regarding safety (i.e., off property privileges for clients/with students). The student is not to be solely responsible in situations where an employee would normally be responsible.

### **Placement Evaluation**

Field placement will be evaluated by a grade of “pass or fail”.

A student will be deemed a pass if he/she has:

- Reliably submitted all required paperwork and weekly journals by deadlines
- Received a minimum pass rating of “2” on ALL learning objectives at the placement final evaluation
- Completed the required hours in field placement
- Followed all agency and college policies
- Meets the attendance requirement in seminar and completes the required assignments

A student will be deemed a fail if she/he has:

- Failed to submit required paperwork and journals on time
- Not achieved a minimum pass rating of “2” on one or more of the learning objectives at the placement final evaluation
- Failed to complete the required hours in field placement
- Failed to meet the attendance requirement and/or does not complete required assignments assigned in seminar

The College Advisor will meet at the agency with the student and field placement supervisor a minimum of two times during the semester to review progress towards the achievement of placement hours/learning objectives. The first meeting will be the mid-term evaluation (occurring during weeks 6 – 7 of field placement) and the second meeting will be the final evaluation (occurring during the final two weeks of field placement).

For the mid-term evaluation, the college advisor will contact the agency to establish a date and time for the student, field placement supervisor and college advisor to meet. This meeting will allow everyone to review the student’s progress to date, identify any areas of concern, and provide a guide for both the placement agency and the student for the second half of the semester to ensure student success in completing all learning objectives by the final evaluation.

The evaluation form is to be completed by the student and the field placement supervisor at least one week prior to both the mid-term and final evaluation meetings. This evaluation rubric form will be reviewed and discussed with the college advisor at both the mid-term and final evaluation meetings.

The student and agency supervisor will:

1. Complete the evaluation form **before** the evaluation meeting times by discussing each enabling objective (including personal student learning objectives) assigning a rating using the evaluation criteria outlined. Student and supervisor comments should be completed. **Please note: to achieve a rating of 2 or greater, an enabling objective needs to be demonstrated with consistency, and not just once with direction and supervision. Whenever a rating of zero or one is assigned, documentation on the evaluation form showing examples of the difficulty must be included. Unsatisfactory performance will also be documented by the College Advisor with a Student Alert form.**
2. Review all necessary documentation (time sheets, journals, and supervision record) to ensure that they are up to date and initialed by the placement supervisor. This documentation should be in the student’s placement binder.

The student should also be prepared to state how each of their individual goals, developed in the first week of placement, have been reached.

## **Evaluation Meetings**

The evaluation meetings will take 45 minutes – 1 hour. At the evaluation meetings, the following will occur:

1. The college advisor will review the field placement documents (placement contract with goals, supervision record, time sheets, journals, evaluated learning objectives—ratings of 2, 3 and 4 are deemed as a “pass”).
2. The college advisor will ask the student and placement supervisor for their comments on the student’s progress.
3. The student will summarize his/her overall placement experience.
4. The evaluation rubric will be signed by the student, placement supervisor and college advisor at each evaluation meeting.
5. The college advisor will take a copy of the evaluation form at mid-term; and at the final evaluation meeting, he/she will retain the original and forward the completed final evaluation form, timesheets, and supervision record to the Program Coordinator for filing at the College.

# Health Policies and Guidelines

Certain protective health measures such as entrance physical examinations, up to date immunization, criminal reference checks, CPR certification and/or special tests are expected of all students, the professor and staff prior to an experience in the agency.

Please refer to the Practicum Guide for further details and for submission instructions.

## 1. Entry Immunization Form

All required pre-practicum documentation must be submitted to Synergy Gateway [https://cpp.smartsimple4.biz/s\\_Login.jsp](https://cpp.smartsimple4.biz/s_Login.jsp) our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates will be communicated to students through email in 1st year and through DC Mail email in the remaining semesters. Exceptions to these dates are non-negotiable due to liability and safety regulations.

Please visit the Campus Health Centre to request assistance in completion of these forms. Completion of the form may require more than one visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 8:00 am - 6:30 pm. Monday to Thursday and 8:00 am to 4:00 pm on Friday. 905-721-3037 [www.durhamcollege.ca/campushealthcentre](http://www.durhamcollege.ca/campushealthcentre)

Completion of an "Informed Consent for Immunization Exemption" must be provided to your placement officer if you are requesting exemption from any immunizations on the EIF form. These forms are only available through an appointment in the Campus Health Centre. Immune status is required via blood titre levels and any record of past vaccinations must be supplied for the exemption status to be processed. TB testing is mandatory.

## 2. Tuberculosis Surveillance (TB skin testing)

All first year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A two-step TB skin test is required. If a two-step TB skin test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a negative chest x ray which is less than 1 year old, must be submitted along with documentation of the positive test result.

### 3. Influenza Immunization (Flu vaccination)

For placements in long term care facilities, students may be required to have had vaccination for influenza. Please ensure you are immunized and keep a record for your placement agency. If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over.

### 4. Illness

Durham College has a responsibility to the practicum agencies concerning infection and disease control. As a student, you are responsible for assessing your ability to attend practicum/field placement. When reporting off due to illness, comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your practicum/placement officer for further direction.

Contact your healthcare professional or make a medical appointment through the Campus Health Centre for clearance to attend placement if you suspect you have:

- Contact with a communicable disease
- Gastrointestinal symptoms of diarrhea persisting for longer than 24 hours
- Respiratory symptoms such as a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath

### 5. Management of Persons with Exposure to Blood or Body Fluids

*Definition of "Exposure": exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which Routine Practices apply.*

- a) If an exposure occurs, immediately apply first aid measures.
  1. Wash the area with soap and water
  2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
  3. If mouth is affected, spit out suspected fluid and rinse with water
  4. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact
- b) Reporting and post-exposure management.

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (i.e.: practicum professor)
2. Follow the policy of the agency in which the exposure occurred
3. If no policy exists, report to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up
4. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
  - Date, time, location (agency) of exposure
  - Job duty being performed by student/staff at the time of exposure
  - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact
  - Description of source of exposure
5. Details about any referral for assessment/treatment
6. Follow – up counselling and ongoing evaluations by a physician can be arranged if the student does not have a physician

## **6. Travel Outside Canada**

Please be aware that upon returning from travel outside of Canada, if unwell, you are advised to consult with your healthcare professional or make a medical appointment through the Campus Health Centre.

## **Durham College Mission, Vision and Values**

Guiding the overall direction of the college, the Strategic Plan outlines Durham College's (DC) mission, vision and values and is based on our four pillars – our students, our people, our work and our community. It is by working together, focusing on these guiding principles, that we are able to deliver exceptional teaching and learning opportunities that support the success of our students and faculty. The college's strategic plan is available on the [college's website](#).

## **Academic Advising – Student Advisors**

Student Advisors are committed to student success and are available to support you through your college experience.

They can help you:

- identify education and career goals, and support the creation of academic plans to achieve those goals.
- make decisions regarding full-time/part-time studies.
- select courses and identify equivalent credits.
- change programs, transfer to another program or explore pathways to further education.
- develop academic success plans in the event of failed courses or a low grade point average (GPA).
- ensure progression and graduation requirements are met.
- access other college support services.

To view contact information for your Student Advisor, visit the [Student Advisors website](#).

## **Academic Grading and Progression**

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) document for a complete overview of grading practices and ACAD 127 – [Academic Progression Policy and Procedure](#) to clearly understand the requirements necessary for a student to progress through an academic program.

**Evaluation:** Academic courses are evaluated using a variety of methods including tests, essays, labs, assignments, assessments, in-process activities, group work and/or examinations. The evaluation criteria for each course are noted in its course outline. Students are responsible for becoming familiar with evaluation criteria at the beginning of each semester.

**Academic Standing:** Students who are not progressing satisfactorily according to the Academic Progression Policy and Procedure or the criteria published in their respective program guides may be placed on Probation, Academic Suspension, Academic Withdraw or Permanent Withdrawal.

Students must have a cumulative program G.P.A. between 1.8 and 1.99 in the Social Service Worker program to continue under academic probation.

### **Academic Integrity**

Academic integrity in teaching, learning and research is fundamental to our mission and an expectation of the DC community. Acts that undermine academic integrity contradict our core values, erode educational inquiry and diminish the quality of our scholarship and reputation.

To ensure the highest academic standards, students are accountable for the work they produce, and work submitted must be the product of a student's own efforts. The [Academic Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

### **Access and Support Centre**

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet students' individual needs through assistive technology and coaching.

Working in collaboration with faculty and other service areas, the ASC team provides opportunities for academic success for all students.

For more information on services available, please visit the [ASC website](#).

### **Coaching**

DC is pleased to offer International Coaching Federation certified wellness coaches to partner with students and facilitate growth, action and movement towards the goals and outcomes they want to achieve. Coaching is not counselling, therapy or academic advising. Coaching is student-focused and provides a safe, non-judgemental space to explore and work through what is getting in the way of being their best possible self. The more students put into coaching, the more they get out of it.

Wellness coaches support students by encouraging self-awareness, growth, change, and success. Focusing on student development and helping students achieve their full potential, wellness coaching involves identifying goals, strengths, barriers, motivations, expectations, and underlying beliefs. Coaches actively listen, ask thought-provoking questions that encourage self-reflection and work with students to take actions to move forward.

For more information, please visit the [Wellness Coaching website](#).

## **Important Dates**

DC strives to keep you informed of all important dates throughout the academic year. Students should check the [college's website](#) or [MyCampus](#) to view 2021-2022 key dates including deadlines for fee payment, web registration, and adding or dropping courses as well as grade release dates. Please review [MyCampus](#) regularly for updates and reminders on important dates.

## **Student Academic Learning Services**

The Student Academic Learning Services Centre (SALS) helps DC students to achieve their academic goals. Academic supports include: peer tutoring, learning and writing skills services, English language services, and content-specific supports for math, accounting, biology, and chemistry. Students also have access to fully online support, located on the [DC Connect](#) landing page. After logging in, look for the green arrow to register for SALS ONLINE academic resources to view videos, resources and quizzes to support your learning.

Please email SALS at [sals@durhamcollege.ca](mailto:sals@durhamcollege.ca), or visit the [SALS website](#), for information on accessing services, scheduling an appointment, registering for workshops or signing up for peer tutoring.