



## COURSE OUTLINE: NSW0203 - ESSENTIAL SKILLS

Prepared: Corinne Onovo

Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	NSW0203: ESSENTIAL SKILLS FOR SOCIAL SERV-CICE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course covers the fundamental phases and skills required in helping processes. Self-awareness and ethical decision-making contribute to the evolution of a personalized helping style. The CICE student, with the assistance of a learning specialist, will integrate knowledge and theory into action during practical self-appraisals, role plays and practice-oriented assignments form the core of this course.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1120 - COMMUNITY INTEGRATN</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Integrate fully in academic, social and community activities.
	VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.
	VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.



<b>Course Evaluation:</b>	<p>Passing Grade: 50%,</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>																		
<b>Books and Required Resources:</b>	<p>Into the Daylight: A Wholistic Approach to Healing by Morrisseau, C.          Publisher: University of Toronto Press Edition: 1          ISBN: 9780802081629</p> <p>Choices: Interviewing and Counselling Skills for Canadians by Shebib, B.          Publisher: Pearson Education Canada Edition: 8          ISBN: 9780136964230</p>																		
<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <thead> <tr> <th><b>Course Outcome 1</b></th> <th><b>Learning Objectives for Course Outcome 1</b></th> </tr> </thead> <tbody> <tr> <td>1. Integrate basic social service work skills into daily practice.</td> <td>           1.1. Discuss the role of empathy, authenticity, and professionalism in one`s approach to social services work.            1.2. Apply ethical standards and legal implications of practice.            1.3. Demonstrate the array of active listening skills (i.e. paraphrasing, reflecting, feeling, partializing etc.).         </td> </tr> <tr> <th><b>Course Outcome 2</b></th> <th><b>Learning Objectives for Course Outcome 2</b></th> </tr> <tr> <td>2. Demonstrate proficient knowledge and facilitation of the dynamics, tasks, functions and skills applicable to the phases/processes of helping relationships.</td> <td>           2.1. Differentiate the role of the helper throughout the phases of the helping process.            2.2. Integrate knowledge and skills of phases and skills of helping relationships into facilitation of the arc of the helping process.         </td> </tr> <tr> <th><b>Course Outcome 3</b></th> <th><b>Learning Objectives for Course Outcome 3</b></th> </tr> <tr> <td>3. Develop and adopt your own style of effective interpersonal communication in the helping field.</td> <td>           3.1. Complete self-awareness and self-care inventories on an on-going basis to better inform personal and professional development.            3.2. Connect personal style with professional knowledge to create effective interpersonal communication.         </td> </tr> <tr> <th><b>Course Outcome 4</b></th> <th><b>Learning Objectives for Course Outcome 4</b></th> </tr> <tr> <td>4. Adopt a client-centered approach to meet the needs of the client and appropriately join in the dynamics of the helping relationship.</td> <td>           4.1. Analyze and synthesize client information to complete an assessment service plan based tailored to a specific case scenario.            4.2. Utilize the strengths perspective to identify problem solving steps to work with individuals, families and communities.            4.3. Apply an ant-oppressive approach to the helping proceeds.            4.4. Understand the role of trauma in a client`s story and apply trauma informed approach.         </td> </tr> <tr> <th><b>Course Outcome 5</b></th> <th><b>Learning Objectives for Course Outcome 5</b></th> </tr> </tbody> </table>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>	1. Integrate basic social service work skills into daily practice.	1.1. Discuss the role of empathy, authenticity, and professionalism in one`s approach to social services work. 1.2. Apply ethical standards and legal implications of practice. 1.3. Demonstrate the array of active listening skills (i.e. paraphrasing, reflecting, feeling, partializing etc.).	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>	2. Demonstrate proficient knowledge and facilitation of the dynamics, tasks, functions and skills applicable to the phases/processes of helping relationships.	2.1. Differentiate the role of the helper throughout the phases of the helping process. 2.2. Integrate knowledge and skills of phases and skills of helping relationships into facilitation of the arc of the helping process.	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>	3. Develop and adopt your own style of effective interpersonal communication in the helping field.	3.1. Complete self-awareness and self-care inventories on an on-going basis to better inform personal and professional development. 3.2. Connect personal style with professional knowledge to create effective interpersonal communication.	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>	4. Adopt a client-centered approach to meet the needs of the client and appropriately join in the dynamics of the helping relationship.	4.1. Analyze and synthesize client information to complete an assessment service plan based tailored to a specific case scenario. 4.2. Utilize the strengths perspective to identify problem solving steps to work with individuals, families and communities. 4.3. Apply an ant-oppressive approach to the helping proceeds. 4.4. Understand the role of trauma in a client`s story and apply trauma informed approach.	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
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5. Adapt techniques to establish the most appropriate approach to be used with various individuals, cultures and environments.	5.1. Assess ecological factors contributing to strengths and obstacles within the client system. 5.2. Discuss various theories to begin developing a personal theoretical model. 5.3. Identify the steps to practice cultural safety. 5.4. Apply various Indigenous healing methods to a client scenario.
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**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Active Listening Skills Video Reflection	20%
Case File: Intake, Assessment & Goal Setting	30%
Into the Daylight: Book Application	20%
Key Concept Notes	15%
Theories and Framework Presentation	15%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.



4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

December 19, 2022

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

