



COURSE OUTLINE: SSW227 - SSW ESSENTIAL PRACTI

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

Course Code: Title	SSW227: SSW ESSENTIAL PRACTICE SKILLS
Program Number: Name	1203: SOCIAL SERV WORKER
Department:	SOCIAL SERVICES WORKER
Academic Year:	2022-2023
Course Description:	Students will explore divergent practice approaches with a particular emphasis on strengths-based, and empowerment perspectives. Through practical case studies, and practice demonstrations/case simulations, students will build knowledge and skills in evidence-based engagement, screening, assessment and goal planning approaches that are person-centered and culturally safe. Students will develop collaborative skills to engage clients to identify needs/risks and strengths/protective factors that support client hopes in their change process/healing/recovery. Within the SSW scope of practice, students will gain intervention skills that adapt to a variety of practice settings with a particular emphasis on concurrent disorders in youth, adults and older adults and families. Students can expect a strong emphasis in reflective practice, self-awareness and application of case management concepts. Active participation in simulations/case studies and in class assigned work is expected.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	SSW101
Corequisites:	There are no co-requisites for this course.
Substitutes:	SSW203
Vocational Learning Outcomes (VLO's) addressed in this course:	1203 - SOCIAL SERV WORKER
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
	VLO 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.
	VLO 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.
	VLO 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.
	VLO 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.



	<p>VLO 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.</p> <p>VLO 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.</p> <p>VLO 8 Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.</p> <p>VLO 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.</p> <p>VLO 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.</p>
Essential Employability Skills (EES) addressed in this course:	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
Other Course Evaluation & Assessment Requirements:	<p>Students are to review the SSW Course Skill Acquisition, Participation and Professional Development Rubric, College Addendum and SSW Program Policies to successfully complete the course requirements. Students are to attend classes as scheduled, prepare for classes with requirements met and engage in team work in class time. Students are to attend all classes unless substantial and substantiated reasons impact this. Professor may adjust final grade when student(s) are not actively engaged and attending to the course work/class time.</p>
Books and Required Resources:	<p>Choices Interviewing and Counselling Skills for Canadians by Shebib, B. Publisher: Pearson Canada Inc., Toronto, Canada Edition: 8th ISBN: 9780136964230</p>



Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Achieve a balanced and holistic view of individuals, families, and communities served and supported by social service workers.	1.1 Demonstrate understanding of bio-psycho-social-spiritual-cultural assessment framework in SSW practice 1.2 Describe the relevance and application of intake, screening, and assessment processes in SSW 1.3 Identify appropriate screening and assessment tools within scope of practice of social service work 1.4 Identify, analyze and incorporate strengths, potentials, and protective factors into service delivery planning while recognizing vulnerabilities and barriers at micro, mezzo and macro level (person in environment) 1.5 Incorporate Indigenous approaches during screening and assessment as appropriate 1.6 Demonstrate ability to collaboratively identify and assess clients' needs utilizing holistic, strengths-based and culturally safe models and approaches
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Describe and demonstrate effective engagement, screening, assessment, and referral skills related to mental illness, substance use/abuse or trauma with youth, adults and older adults, and their families.	2.1 Demonstrate ability to recognize signs, experiences and effects of trauma and/or concurrent disorders for the purposes of engagement, screening and assessment 2.2 Accurately collect, assess, organize, and complete documentation(s) that are consistent with SSW values and standards 2.3 Implement SSW authentic interpersonal skills in engagement and relationship building such as empathy, authenticity, strengths-based strategies/questioning, active and reflective listening, and use of validation 2.4 Demonstrate a working knowledge of key screening/assessment strategies and tools studied 2.5 Display understanding and skills in referring and linking clients to informal and formal community supports and resources 2.6 Adopt and demonstrate social work values of self-determination, dignity and respect when completing engagement, screening and assessment tasks
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Describe and apply evidence-based and promising practices related to the prevention, intervention and recovery of concurrent disorders and trauma.	3.1 Demonstrate ability to locate credible sources to research best practice, evidence-based supports relevant to concurrent disorders across the lifespan and in diverse practice settings 3.2 Annotate and integrate information from professional literature to enhance skills and knowledge 3.3 Understand the impacts of coercive approaches and its implications for recovery and re-



	<p>traumatization</p> <p>3.4 Articulate and apply the Stages of Change (TTM) and Harm Reduction approaches through class discussions, case applications and experiential exercises</p> <p>3.5 Accurately describe and apply strengths-based, solution-oriented and motivational intervention strategies and approaches that support client capacity for resilience, growth and healing/recovery</p> <p>3.6 Use effective communication and intervention strategies to support clients to access culturally relevant resources/supports to address their identified strengths, needs, and goals</p> <p>3.7 Demonstrate an ability to incorporate key resiliency, protective factors and social determinants of health that influence well-being at an individual, family and community level during service delivery planning</p> <p>3.8 Recognize the importance of interdisciplinary team approach to service delivery</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Demonstrate ability to develop initial person-centered recovery/healing/service goals in collaboration with clients.	<p>4.1 Demonstrate skills in interviewing in accordance with models/approaches taught</p> <p>4.2 Recognize and affirm natural support systems and networks within communities as a vehicle to facilitate positive change toward client stated goals</p> <p>4.3 Work with clients to identify their own resilience to use in self determination</p> <p>4.4 Describe and apply effective goal setting strategies that are client centered</p> <p>4.5 Understand the purpose and function of negotiating goal setting with clients for a successful helping relationship and apply through case vignettes and mock interviews</p> <p>4.6 Become skilled in writing service delivery/goal plans that reflect client-centered and strengths-based approaches to service</p> <p>4.7 Understand the reciprocal process of contracting skills with clients that fosters client uniqueness and opportunity for self-determination and meaningful participation in the helping process</p> <p>4.8 Complete goal plan consistent with SSW approach and academic/professional documentation guidelines</p> <p>4.9 Accurately and professionally complete a SSW assessment report</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Develop a helping style that reflects multi-cultural	5.1 Gain sufficient self-awareness to address the influence of personal values and biases in

	safe SSW practice and effective team work.	<p>working with diverse people</p> <p>5.2 Be receptive to feedback from peers and professor and integrate/adjust for professional growth and competence</p> <p>5.3 Explain key elements of cross-cultural understanding, diverse Canadian context and core multi-cultural competences related to helping inclusive of Indigenous ways of healing</p> <p>5.4 Commit to multicultural awareness and seek feedback regarding one's own strengths and barriers/biases and impacts on effective relationships with others</p> <p>5.5 Work collaboratively as a member of a team to apply and practice course skills</p> <p>5.6 Use effective problem-solving strategies in relation to team work and building helping style</p> <p>5.7 Utilize interpersonal verbal, non-verbal and written communication skills in interactions with classmates and professor that are reflective of the essential SSW practice skills</p> <p>5.8 Begin to integrate a theoretical model studied that is most suited to your personal strengths and style of helping that adheres to empowerment-based case management process</p>
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Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Client Profile	5%
Knowledge-based assignments/ Case studies/ tests/ quizzes	40%
Skill Acquisition, Professional Development & Participation	15%
Skill Based Assignments	40%

Date: September 30, 2022

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