



## COURSE OUTLINE: SSW0101 - INTRO TO SSW SKILLS

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<b>Course Code: Title</b>	SSW0101: INTRODUCTION TO SSW HELPING SKILLS
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19F
<b>Course Description:</b>	Essential to Social Service Work practice is the ability to develop collaborative helping relationships with others. This course is designed to introduce students to effective interpersonal communication and helping skills. Students can expect a strong emphasis in reflective practice (self-awareness), integration of theory and application of concepts to promote personal and professional skill development.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<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 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 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Students must complete, submit and achieve a minimum grade of 60% of the Helping Skills Interview Demonstration Assignment in order to be successful in the course. This is irrespective of grades on other evaluative components.
<b>Books and Required Resources:</b>	Choices Interviewing and Counselling Skills for Canadians by Shebib, B. Publisher: Pearson Canada Inc., Toronto, Canada Edition: 6th Ed.
<b>Course Outcomes and</b>	Upon successful completion of this course, the CICE student, with the assistance of a Learning



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**Learning Objectives:**

Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Identify and describe the phases and related skills of the helping process in order to facilitate effective working relationships.	1.1 Define and describe the the phases of helping process and trauma-informed practice. 1.2 Describe the elements of trauma-formed, empowering and culturally safe relationships. 1.3 Recognize recent neuroscience findings and influence of counseling skills/approaches. 1.3 Recognize the importance of ethical & culturally competent practice 1.4 Identify appropriate relationship building and helping skills that adhere to the values, ethics and standards of SSW profession 1.5 Determine with an anti-oppressive framework variables that affect client/human behavior and development, needs, resources, strengths and resiliency 1.6 Identify culturally safe practice considerations to engage with Indigenous community members and other oppressed populations
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Identify and apply interpersonal communication and helping skills within the SSW Scope of Practice which develop effective working relationships with diverse individuals, families, groups, and communities.	2.1 Identify and accurately label the foundational helping skills that promote collaborative and effective working relationships. 2.2 Label and use such skills such as, but not limited to, active and reflective listening, empathy, culturally safe and competent tools, effective questions, non-verbal communication skills, reframing and validation in face-to face, telephone and electronic communication 2.3 Demonstrate essential SSW interpersonal communication skills in a collaborative and respectful manner within the class. 2.4 Document in a manner that reflects authenticity and respect of and for client needs, strengths and diversity 2.5 Identify strategies to note-take in language of client when feasible and in manner that is culturally safe, respectful and inclusive of clientele served
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Engage in self-reflection and skill development that promotes effective interpersonal communication style consistent with SSW professional standards.	3.1 Explain and demonstrate centering skills and readiness to work with others. 3.2 Describe and adhere to the SSW professional values and ethics that promote competence in helping practice and understanding of scope of practice. 3.3 Identify personal values/skills and evaluate impact on helping relationships and adjust accordingly to ensure client-centered practice. 3.4 Demonstrate willingness to learn in order to demonstrate integration of skills in class work and major course assignments. 3.5 Model respectful, non-judgmental and culturally safe communication strategies. 3.6 Develop professional self awareness of own competence level in SSW interpersonal skills through reflective practice and critical inquiry of interviews completed



	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Develop and maintain positive and collaborative working relationships with others.	4.1 Interact with others in ways that contribute to effective working relationships by taking responsibility for ones` own actions/decisions. 4.2 Maintain accountability while working collaboratively with others. 4.3 Show sufficient energy, focus, and commitment to classmates, the professor, and particularly the practical demonstrations. 4.4 Consistently describe and demonstrate professional behaviour including issues related to: confidentiality, dual relationships, boundaries and mutual respect. 4.5 Seek and utilize support and feedback from professor and peers as related to ones` own performance and adjust skills accordingly. 4.6 Identify and employ self-care techniques that attend to personal functioning and interpersonal relationships with others and that further personal professional learning, growth and competence 4.7 Identify and use a variety of critical thinking skills to anticipate and solve problems
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	5. Communicate effectively in a variety of media.	5.1 Produce work in written and electronic format that is clear and understandable with minimal errors, in order to stress the importance of accurate and precise communication as a fundamental counselling competency. 5.2 Communicate clearly, concisely and correctly in the written and spoken form required. 5.3 Maintain personal and professional congruency with respect to use of social media, emails and other technological devices and written documentation.

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Helping Skills Interview Demonstration Assignments	30%
In-class Skill Acquisition/Demonstration/Participation	15%
Readings, case studies, quizzes, tests, exams	40%
Self Reflection Report	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:**

October 4, 2019

**Addendum:**

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

