

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**CICE COURSE OUTLINE**

**COURSE TITLE:** Essential Skills For Social Services

**CODE NO. :** NSW203 **SEMESTER:** Fall  
**MODIFIED CODE:** NSW0203

**PROGRAM:** Social Services Worker- Native Specialization

**AUTHOR:** SSW-NS Faculty: Michelle Proulx  
**MODIFIED BY:** Rachel Fleming, Learning Specialist CICE Program

**DATE:** Sept. 2010 **PREVIOUS OUTLINE DATED:** Sept. 2009  
**APPROVED:** "Angelique Lemay" Sept. 10

	<b>CHAIR, COMMUNITY SERVICES</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	none	
<b>HOURS/WEEK:</b>	3 hours/week	

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*For additional information, please contact Angelique Lemay,*  
*Chair, School of Community Services*  
*(705) 759-2554, Ext. 2737*

**I. COURSE DESCRIPTION:**

Anyone working in the helping field must develop a personal style of connecting with members of the community in need. Effective interpersonal skills are a blend of theory, skills and self-awareness. Therefore, this course intent is to launch the process and techniques of effective social work skills. In addition, implications of self-awareness and cultural context of the helping relationship will be emphasized. An introduction to different traditional/spiritual methods of healing from the Native perspective will be integrated into the material.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1. Have knowledge of how to integrate basic social work skills into daily practice.

Potential Elements of the Performance:

- Demonstrate empathy, authenticity, and professionalism in one's approach to social services work
- Utilize the strengths perspective in work with individuals, families and communities
- Identify ethical and legal implications of practice
- Recognize standards that ensure ethical and legal obligations are met
- Demonstrate culturally competent listening skills, verbal and non-verbal communications

2. Demonstrate basic knowledge and facilitation of the dynamics, tasks, functions and skills applicable to the phases/processes of helping relationships.

Potential Elements of the Performance:

- Display basic knowledge of the dynamics, tasks and function of each of the phases of helping relationships
- Display basic knowledge of phases and skills of helping relationships into facilitation of the arc of the helping process

3. Develop and adopt your own style of effective interpersonal communication in the helping field.

Potential Elements of the Performance:

- Complete self awareness and self care inventories on an on-going basis to better inform personal and professional development.
- Connect personal style with professional knowledge base to create effective interpersonal communication
- Maintain a healthy helper personality through an ongoing process of self-awareness, self-care and personal development

4. Recognize how to adopt a client-centered approach to meet the needs of the client and appropriately join in the dynamics of the helping relationship

Potential Elements of the Performance:

- Be aware of the skills of assessment, goal setting, contracting and evaluation in recognition of the individual-in-context.
- Summarize how to initiate, maintain and terminate a helping relationship that respects and guided by the self-determination of the client

5. Display knowledge of how to adapt techniques to establish the most appropriate approach to be used with various individuals, cultures and environments.

Potential Elements of the Performance:

- Identify the ecological factors contributing to strengths and obstacles within the client system
- Commit to multicultural awareness and competency in practice.
- Examine various helping styles within different context.
- Identify various Native Traditional-healing methods

### III. TOPICS:

1. Basic Interpersonal Skills, Professionalism and Ethical Decision-Making
2. Preparation and Beginning the Relationship
3. Skills for Exploring, Assessing and Contracting in Social Services
4. Evaluation and Closure

5. Self Care and Development
6. Traditional Healing Methods
7. Reinforcing Cultural Competence

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

*The Social Work Skills Workbook.* (6th ed.) by Barry R. Cournoyer, Brooks/Cole Publishing.

*Into the Daylight: A wholistic approach to Healing* by Calvin Morrisseau, University of Toronto Press Incorporated

#### V. EVALUATION PROCESS/GRADING SYSTEM:

<b>Description</b>	<b>Worth</b>
Interview / Reflection	20%
Teaching Circle on Readings	10%
Traditional Healing Methods Paper	15%
D.A.C.	25%
<ul style="list-style-type: none"> <li>• Description</li> <li>• Assessment</li> <li>• Contract</li> </ul>	
Theories/Models Project	20%
<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Power Point Presentation</li> </ul>	
Attendance/Participation	10%
<b>Total</b>	<b>100%</b>

**INTERVIEW VIDEO/REPORT:** Each student will complete a video recorded interview. The video will demonstrate your interviewing skills and must be 20 minutes in length. Each video interview will reflect the skills required for interviewing and reflecting on what the person being interviewed is communicating. Specific skills must be demonstrated on the video. The- video will be viewed by the interviewee and interviewer and a report will be created highlighting areas for improvement. After the interview is complete, the interviewer will complete a reflection report on the process.

**Traditional Healing Methods Paper:** Each student will write a 2-3 page paper describing some of the traditional healing methods used by Aboriginal people. Students will be required to attend a sharing circle and respond to a series of questions related to the experience, the importance of circles in the healing process. Further specifics will be provided by the instructor.

**TEACHING CIRCLE ON READINGS:** Students will sign up and prepare for a teaching circle on assigned readings from Into the Daylight. Attendance on the day of the day of the teaching circle is required to earn full points for this assignment.

**DESCRIPTION/ASSESSMENT/CONTRACT ASSIGNMENT:**

This assignment will offer students the opportunity to apply skills in developing social histories, creating multi-systemic assessments and goal setting with client populations. Specifics of assignment to be provided in class.

**Theories AND MODELS Project:**

This project combines group and individual work. Students will work in groups based on a specific model/theory. Each group will present their theory/model through a role model and power point presentation. Each student will submit an individual paper describing their understanding of the model and theory. Detailed specifics will be provided by the professor.

**ATTENDANCE/PARTICIPATION**

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes LMS and email programs to communicate with professor and manage course material

Rating Scale:

0: did not meet the expectation

1: minimally met expectation with significant improvement recommended

2: met expectation with improvement recommended

3: satisfactorily met expectation

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00

C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### **Submission of Assignments**

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 1% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

### **Attendance**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**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. 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.

**B. 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.

**C. 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

**D. Evaluation:** Is reflective of modified learning outcomes.