

I. COURSE DESCRIPTION:

Students in this course will be introduced to resiliency research and evidence based helping models that will further develop their knowledge and ability to intervene from a person-centred approach with marginalized people. Students will learn to adopt a philosophical and value stance within an anti-oppressive and empowerment framework. Students will develop and apply strengths-based engagement, assessment, and intervention skills relevant to the helping field. This course will provide opportunities to integrate theory and application of concepts and skills through experiential exercises and role-plays.

This course addresses the following vocational standards and essential employability skills as outlined by the Ministry of Education & Training:

Vocational Standards:

1. Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
2. Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.
3. Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.
4. Advocate for appropriate access to resources to assist individuals, families, groups, and the community.

Essential Employability Skills:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.
2. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
3. Evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.
4. Collect, analyze, and organize relevant and necessary information from a variety of sources.
5. Create innovative strategies and/or products that meet identified needs

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Express understanding and knowledge of empowerment oriented practice approaches.
Potential Elements of the Performance:
 - A. Describe key elements of empowerment at a personal, interpersonal and sociopolitical dimensions
 - B. Identify key resiliency and protective factors that influence well-being at an individual, family and community level
 - C. Recognize and define the core assumptions, values of strengths perspective
 - D. Understand and integrate an anti-oppressive social service work approach when working with individuals and families
 - E. Apply interventions and skills in accordance with practice models studied
 - F. Maintain professional helping relationships, which adhere to ethical and legal standards.

2. Employ empowering and strengths-based helping skills effectively to promote the needs of clientele served.
Potential Elements of the Performance:
 - A. Understand the impact of oppression and incorporate this “context” in helping diverse people
 - B. Identify and assess client needs and strengths utilizing a holistic and strengths based approach
 - C. Accurately collect, organize, assess and document client strengths, risks and challenges incorporating a bio-psycho-social-spiritual framework
 - D. Utilize and accurately apply the strengths perspective in working with others
 - E. Demonstrate increased skills in foundational relationship/helping skills inclusive of empathy, authenticity, strengths-based strategies/questioning, active and reflective listening,

3. Engage in effective interventions and strategies throughout the helping process.
Potential Elements of the Performance:
 - A) Identify the dynamics, tasks and function of each of the phases of the helping relationship
 - B) Demonstrated increased proficiency in the process/steps of engagement, intake, assessment, referral, contracting, referral, goal setting and service planning
 - C) Produce written documentation consistent with the SSW standards and community service organization’s practice
 - D) Demonstrate knowledge of natural and major helping systems that support clients in the achievement of their goals

4. Develop a helping style that reflects multi-cultural competent practice.
Potential Elements of the Performance:
 - A) Gain sufficient self awareness to eliminate the influence of personal values and biases in working with diverse people

- B) Understand the impact of oppression, incorporate this “context” in practice
 - C) Explain key elements of cross-cultural understanding, diverse Canadian context and core multi-cultural competences related to helping
 - D) Commit to multicultural awareness and competency development in practice
5. Develop and maintain positive working relationships with others.
Potential Elements of the Performance:
- A) Work collaboratively as a member of a team, recognize and respect diverse views and show ability to work effectively with others
 - B) Use effective problem-solving strategies
 - C) Seek and use support and feedback as related to one performance
 - D) Employ effective self-care strategies
 - E) Develop awareness of self and recognize how this impacts the development of effective relationships with others
 - F) Identify and use tools for engaging in reflective practice
 - G) Utilize interpersonal communication skills in dialogue with classmates and professor that are reflective of the essential SSW practice skills learned

III. TOPICS:

1. Empowerment Practice Models (generalist, anti-oppressive practice, strengths-based/person-centred practice)
2. Application of helping and empowerment based skills in direct SSW practice.
3. Application of skills in intake, assessment, goal-setting, referral, inter-disciplinary team work

IV. REQUIRED RESOURCES/TEXTS/MATERIALS: (NOTE: Books used in 1st semester courses)

1. Shebib, B. (2014). *Choices Interviewing and Counselling Skills for Canadians*. 5th Ed. Toronto: Pearson Canada Inc

2. Cummins, L., Sevel, J., & Pedrick, L (2012). *Social Work Skills for Beginning Direct Practice : Text, Workbook, and Interactive Web Based Case Studies Plus My SocialWorkLab with eText-Access Card Package*. 3rd. Ed. Toronto: Pearson Canada Inc

V. EVALUATION PROCESS/GRADING SYSTEM:

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|------------------------------------------------------------------|-----|
| 1. "Strengths based" Self Reflection | 10% |
| 2. Skill Demonstration(s) & Reflections | 40% |
| 3. Completion of client documentation | 20% |
| 4. Content Knowledge Evaluations
(ie. Tests/Quizzes/readings) | 20% |
| 5. Participation & skill development guidelines
(page 8-9) | 10% |

(Professor will provide instructions in class and post assignments on LMS)

The following semester grades will be assigned to students:

<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.

College Policy:

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

Professor Stance:

This professor will explain the above student success strategy to students. The professor will request students sign a SSW Program Consent/Authorization to determine permission to release pertinent information to Student Services in order to promote and support student success and retention.

VI. SPECIAL NOTES:

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. *It is the professor policy that once the classroom door has been closed, the learning process has begun. Late arrivers are welcome to join the class at the first break.*

Other Notes and Class Guidelines:

1. All submissions must be in word processing format and follow APA guidelines unless otherwise specified by the professor.
2. Late assignments will be handled at the professor's discretion and **only for substantial and substantiated reasons**. It is the student's responsibility to make arrangements directly with the professor. Late assignments will be subject to a **10% grade reduction per day** (including weekends). Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Assignments cannot be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.
3. Students are responsible to contact the professor directly and **immediately** when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor prior to test date/start time requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional and substantiated circumstances.
4. This is a participatory course which requires students to actively "engage" and "risk" participating and demonstrating course related learning. Thus, students are expected to prepare and attend class. To sufficiently demonstrate essential course skills, students are to maintain a 75% attendance rate.

Students who fall below the expected attendance rate, the professor may implement additional academic sanctions including recommendations for *withdrawal and/or failure of the course when student attendance difficulties are substantial.*

Students are encouraged to monitor their attendance and participation carefully! Students, who need to be absent, are asked to email the professor in advance of class start time.

With professor discretion, *in exceptional circumstances*, students with substantiated and substantial reasons for absences beyond the attendance requirement, the student must meet with professor and be prepared to complete additional assignment(s) to demonstrate the essential vocational skills related to the course outcomes.

5. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
6. Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time. Failure to abide by this will result in student being asked to leave the class.
7. Students are expected to read materials in advance of class and ensure review of LMS on a regular basis (minimum weekly)
8. The provisions of both the College Student Code of Conduct and the Social Service Worker Program Policies will apply at all times in this course.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. Addendum will be posted on LMS

VIII. SKILL ACQUISITION, DEMONSTRATION OF SKILLS, AND PARTICIPATION RATING CRITERIA

ALL EXPECTATIONS MET 10 points

- Demonstrates excellent preparation for class: has read/completed assigned material and references this in class
- Arrives to class on time/punctual
- Participates consistently in demonstrations, role plays, class exercises,
- Consistently demonstrates ability to apply helping skills accurately
- Contributes in a very significant way to ongoing discussions, keeps analysis focused
- responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Attends all scheduled classes and arrives on time
- Demonstrates effective active/reflective listening skills
- Demonstrates and applies non-judgmental attitude that promotes respectful interactions with others
- Demonstrates beginning level skills in intake and assessment interviews, mutual goal-setting
- Demonstrates sound skills in motivational, strengths-based and empowerment strategies
- Completes all assignments/expectations in a timely and accurate manner
- Consistently accesses LMS and maintains communication with professor

MOST EXPECTATIONS MET 8-9 points

- Demonstrates good preparation for class, knows some of the material
- Arrives to class on time/punctual
- Is prepared with questions and insights from course material

- ❑ Demonstrates ability to apply basic counselling skills/approach
- ❑ Demonstrates beginning level of effective active/reflective listening skills
- ❑ Demonstrates and applies non-judgmental attitude that promotes respectful interactions with others
- ❑ Demonstrates beginning level skills in paraphrasing, summarizing, effective questions and ability to apply as per course material
- ❑ Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- ❑ Takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates consistent involvement in most aspects of course
- ❑ Demonstrates expected level skills in intake and assessment interviews, mutual goal-setting
- ❑ Demonstrates beginning level skills in motivational, strengths-based and empowerment strategies
- ❑ Attends 80% or higher of scheduled classes and arrives on time
- ❑ Consistent completion of requirements/expectations in a timely manner
- ❑ Demonstrates adequate level of self-understanding and commitment to personal and professional development
- ❑ Consistently accesses LMS and maintains communication with professor professional development

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 6-7 points

- ❑ Demonstrates adequate preparation, knows basic material
- ❑ Appears interested in content of course material
- ❑ Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- ❑ Usually takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates involvement in some aspects of the course
- ❑ Demonstrates active/reflective listening skills with encouragement and/or struggles to demonstrate these skills effectively/consistently
- ❑ Demonstrates and applies non-judgmental attitude that promotes respectful interactions with others
- ❑ Demonstrates some skills in paraphrasing, summarizing, effective questions and ability to apply as per course material
- ❑ Student applies and models the skills at a beginning level, however shows difficulties consistently applying the skills learned in class
- ❑ Demonstrates expected level skills in intake and assessment interviews, mutual goal-setting however shows some difficulties in applying core skills consistently and accurately
- ❑ Demonstrates beginning level skills in motivational, strengths-based and empowerment strategies
- ❑ Demonstrates a minimum level of self-understanding and may lack commitment to personal and professional development
- ❑ Occasionally disruptive, (involved in side discussions, difficulties staying focused or reading other material during class etc.)
- ❑ Attends less than 80% of class as required
- ❑ Attends class on time/punctual
- ❑ Accesses LMS and maintains communication with professor

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-5 points

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language is not congruent with skills taught. Interferes with learning of

- self or others, ability to form respectful relationships with others
- ❑ Participates rarely or only when called on
- ❑ Demonstrates significant difficulties applying the helping skills learned
- ❑ Experiences difficulties in applying the interpersonal/communication skills learned
- ❑ Shows persistent difficulty in applying skills and/or refuses to practice skills
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- ❑ Demonstrates inability or poor ability to use active/reflective listening skills
- ❑ Demonstrates a judgmental attitude and/or conveys values/beliefs inconsistent with the SSW code of ethics/values
- ❑ Demonstrates limited ability to apply the skills in paraphrasing, summarizing, effective questions
- ❑ Demonstrates limited skills in intake and assessment interviews, mutual goal-setting
- ❑ Demonstrates limited or below expected level in applying skills in strengths-based and empowerment strategies
- ❑ Is disruptive (frequent side discussions, reading other materials cell phones, during class, etc.)
- ❑ Attends class below expectations and/or observations reveal student experiences difficulties engaging/applying essential interpersonal/helping/communication skills
- ❑ Frequently arrives late or leaves early or engages in above noted behaviours while in class
- ❑ Limited/sporadic use of LMS and communication with professor evident