

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** ESSENTIAL SKILLS FOR SOCIAL SERVICES  
**CODE NO. :** NSW203 **SEMESTER:** 08F  
**PROGRAM:** Social Services Worker- Native  
**AUTHOR:** Michelle Proulx  
**DATE:** Sept. '08 **PREVIOUS OUTLINE DATED:** Sept. '07  
**APPROVED:** "Angelique Lemay"

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**CHAIR**

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**DATE**

**TOTAL CREDITS:** 3  
**PREREQUISITE(S):**  
**HOURS/WEEK:** 3 hours/week

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*For additional information, please contact the Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

**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 student will demonstrate the ability to:

1. 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
- Apply standards to ensure ethical and legal obligations are met
- Demonstrate culturally competent listening skills, verbal and non-verbal communications

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

Potential Elements of the Performance:

- Identify the dynamics, tasks and function of each of the phases of helping relationships
- Integrate 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. 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:

- Apply the skills of assessment, goal setting, contracting and evaluation in recognition of the individual-in-context.
  - Initiate, maintain and terminate a helping relationship that respects and guided by the self-determination of the client
5. 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. (5th ed.)* by Barry R. Cournoyer, Brooks/Cole Publishing. (ISBN: 978-0-495-31946-7)

*Into the Daylight: A wholistic approach to Healing* by Calvin Morrisseau, University of Toronto Press Incorporated (ISBN: 0-8020-8162-2)

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

<i>Description/ Worth</i>	
Interview / Reflection	15%
Skills Portfolio	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	15%
<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Power Point Presentation</li> </ul>	
<b>Total</b>	<b>100%</b>
<p><b>INTERVIEW VIDEO/REPORT:</b> Each student will complete two taped interviews. The first video will be a practice interview at least 10 minutes in length. The second video must be at least 15 minutes in length. Each video interview will reflect the skills required for interviewing and reflecting on what the person being interviewed is communicating. The first video will be viewed by the interviewee and interviewer and a report will be created highlighting areas for improvement. The second video will demonstrate the areas of improvement. After both interviews are complete, the interviewer will complete a reflection report on the process.</p> <p><b>TRADITIONAL HEALING METHODS PAPER:</b> 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.</p> <p><b>TEACHING CIRCLE ON READINGS:</b> Students will sign up and prepare for a teaching circle on assigned readings from Into the Daylight.</p> <p><b>SKILLS PORTFOLIO:</b> Each student will gather a variety of completed exercises demonstrating skill knowledge, self-assessment and critical thinking. The specific exercises will reflect classroom instruction throughout the semester.</p> <p><b>DESCRIPTION/ASSESSMENT/CONTRACT ASSIGNMENT:</b> 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.</p>	

**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.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:

### Attendance Requirement:

Due to the nature of the course material and interactive learning approaches, students cannot miss more than 3 classes in the semester. **If more than 3 classes are missed, it will result in a failing grade for this course.**

### Assignment Deadlines/Due Dates:

All student work to be handed in for grading must be received on the indicated due date or the student will lose 1% for each day late for up to 5 days. After the fifth day, the assignment will not be graded.

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

### Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.