



**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	25%
Teaching Circle on Readings	15%
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>	
<b>Total</b>	<b>100%</b>
<p><b>INTERVIEW VIDEO/REPORT:</b> 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.</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. Attendance on the day of the day of the teaching circle is required to earn full points for this assignment.</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>	
<p><b>THEORIES AND MODELS PROJECT:</b> 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 though 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.</p>	

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:

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.

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 2% for each day late for up to 5 days. After the fifth day, the assignment will not be graded.

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C", (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.