



**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.* (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:**

<i>Description</i>	<i>Worth</i>
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**

This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

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:**

### **Distribution and Submission of Assignments**

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

#### **Distribution of Assignments**

- Weekly schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.
- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.
- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.
- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations also schedule a meeting with the professor outside of class time to seek clarification.
- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

#### **Submission of Assignments**

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's

responsibility to communicate with the professor when the student misses a submission due date.

- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

### **Classroom Courtesy**

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non-class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

**Late Arrivals:** If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivals may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

### **Participation and 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.

Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester. Each evaluation is worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

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.

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

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.

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

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