



**I. COURSE DESCRIPTION:**

Essential to social service work practice, is the ability to develop collaborative and effective relationships with clientele served. This course is designed to equip students with helping and interviewing skills from a strengths and empowerment perspective. The students can expect a strong emphasis in reflective practice (enhancing awareness of self & professional skills) , application and demonstration of skills learned.

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

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

1. Identify and understand helping/interviewing skills within the SSW Scope of Practice.

Potential Elements of the Performance:

- Identify and label accurately the foundational helping skills that promote collaborative relationships with clients served
- Understand the social work helping models/theories reviewed and show beginning level skill in applying the practice models
- Demonstrate awareness of professional values and ethics to promote competence in helping practice
- Identify personal values/skills and evaluate impact on helping relationships and adjust accordingly to ensure client-centred practice
- Integrate and use a strengths-based philosophy in helping relationships
- Identify the helping process/phases of helping relationships

2. Appropriately apply the helping/interviewing skills as defined by the course professor and the course text.

Potential Elements of the Performance:

- Demonstrate skills in active and reflective listening in classroom exercises/simulations/video recording
- Display skills in empathy, effective questions, validation and empowerment strategies
- Demonstrate willingness to “risk” to demonstrate integration of skills in class work, and major course assignment

3. Recognize and respond to special situations.

Potential Elements of the Performance:

- Describe techniques to diffuse crisis situations and/or clients expressing anger, intimidating or violent behavior
- Define worldview and its importance to multi cultural counseling
- Define the principles of motivational and solution oriented models to helping
- Understand how to adapt helping strategies to unique needs of clientele served (ie children, youth, older adults, etc)

4. Communicate effectively in a variety of media.

Potential Elements of the Performance:

- produce work in written and electronic format (dvd) that is clear and understandable with minimal errors, in order to stress the importance of accurate and precise communication as a fundamental counselling competency

5. Demonstrate strategies and plans that promote self awareness, self care and professional work relationships.

Potential Elements of the Performance:

- show organization skills through punctuality for class and meeting assignment deadlines
- show sufficient energy, focus, and commitment to classmates, the professor, and particularly the practical demonstrations
- set and manage professional boundaries
- consistently describe and demonstrate professional behaviour including issues related to: confidentiality; dual relationships; boundaries; finding solutions to discrepancies
- perform 'self-directed learning' by being prepared for class and practicing skills
- Seek and utilize support and feedback from professor and peers as related to one's own performance and adjust skills accordingly
- Employ effective self care techniques that enhance interpersonal relationships with others
- Develop personal style that is consistent with the SSW professional values and skill sets

**III. TOPICS:**

1. Understanding theories of helping and characteristics/phases of the helping relationship.
2. SSW helping skills to facilitate effective and collaborative working relationships with clients
3. Empowerment/Strengths based strategies that promote resiliency of clients.

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

1. Shebib, B.(2011). *Choices Interviewing and Counselling Skills for Canadians*. 4<sup>th</sup> Ed. Toronto: Pearson Canada Inc
2. Blank DVD (recordable).

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

DVD assignment:	20%
Self-assessment/reflection of interview:	10%
Test #1:	25%
Test #2:	25%
Participation/Skill Development:	20%

**Note:**

- A) All students must complete the DVD /self assessment assignment in the course to achieve a passing grade.**
- B) All students must demonstrate a C – level grade with respect to the DVD and participation/skill development component of the course to achieve a passing grade.**

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%	3.00
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**Assignments and their relative weights to the final grade:**

1. Students will be responsible for the submission of a visual recording of a helping interview. In the interview the “helper” is the student, and the “helpee” can be anyone over the age of 18 (except a student in a human service program). A “permission to tape” form must be completed and submitted with the tape, to verify confidentiality and the age of the “helpee”. The purpose of the tape is for the student to demonstrate skills learned in the course. Length: 10 minutes

**The DVD, the permission form, and the written assignment** (self assessment paper of your skills used and areas to improve) must be submitted as a package on the due date. The professor will not grade late assignments unless extraordinary circumstances and advanced negotiation. Medical emergencies will be considered only if supported by documentation and verified as an emergency. Students must ensure that the video is set to the beginning of their interview, that there is no other recordings on the dvd and that the audio/visual quality is sufficient to review and grade.

**Grade: 30%**

**Due Date: Tuesday March 8, 2010 (to be submitted at beginning of class)**

2. Tests will be administered at three intervals throughout the course. The professor will inform students in class as to the content to be covered by the test, as well as the test format. Subsequent tests may be cumulative.

Dates: **Test 1 (25%): Tuesday, February 22, 2011**  
**Test 2 (25%): Thursday, April 29, 2011**

### 3. Skill acquisition, demonstration of skills, and participation (20%)

This is a participatory course. **Students must maintain a 70% attendance rate to be successful in the course.** Students who fall below the expected rate of attendance will be subject to academic penalty (full grade deduction) and/or removal/failure of the course. 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 to demonstrate core vocational skills related to the course outcomes.

Students must be prepared for each class and be willing to actively involve themselves in skill demonstration, feedback, and discussion. Students must be present in order to demonstrate these qualities.

Preparation for each class will include readings and assignments, as well as the willingness to demonstrate skills as studied and according to the professor's directions. *If any part of this course leads you to feel uneasy, you are advised to discuss this with the professor.*

Punctuality is enforced. Students who arrive late may not be admitted to class. Students are encouraged to discuss attendance expectations with the professor. Please refer to page 10 for Expectations and evaluation criteria.

Students may be expected to videotape practice interviews as scheduled in class. Students may be expected to view practice tapes in class and provide constructive feedback regarding skill development in accordance with professor guidelines.

The grading for this section is heavily weighted toward acquisition and demonstration of skills. Attending class but not actively engaging in the assigned exercises and demonstration of skills does not meet the course expectations.

Students may be invited to individual progress meetings with the professor, as part of overall skill development.

## VI. SPECIAL NOTES:

1. This course is not a therapy group/program for students. Personal gain may be achieved, and personal issues may be discussed, but the purpose is for learning of helping skills and interviewing strategies. The professor will be rigorous in monitoring this. The course is intended to be a "safe zone" for all students.

2. Cell phones, pagers, and watches that “beep” must be de-activated or put on “silent mode” during class time. Students may respond to a page or call or may check text messages outside of class. Violations of this may lead to the student being asked to leave the classroom and appropriate sanctions implemented as per Student Code of Conduct. Other types of disruptions will be treated similarly. Due to the intimate nature of the material in the course, students who arrive late may be denied entry to the class.
3. Laptops are permitted for note-taking purposes only in the lecture component. Laptops are not allowed during lab sections unless otherwise indicated by professor.
4. Students will be expected to behave and dress in a manner consistent with the standards of the profession and with regard for client needs – this will be discussed in the first class.
5. Spelling, punctuation, and grammar do count in grading. These are essential components in effective communications.
6. Tests cannot be rewritten to achieve a higher grade. Any rescheduling of tests is at the professor’s discretion and *must* be arranged in advance of the test date.
7. Students are reminded of the need to be familiar with the SSW program policies and the Sault College Student Code of Conduct.

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 departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room until the first break.*

**VII. COURSE OUTLINE ADDENDUM:**

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

**Skill Acquisition, Demonstration of skills, and Participation Grading Criteria**

**ALL EXPECTATIONS MET 20 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 role plays, class exercises, video exercises
- Consistently demonstrates ability to apply basic 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 sound skills in paraphrasing, summarizing, effective questions and ability to apply as per course material
- Completes all assignments/expectations in a timely and accurate manner

**MOST EXPECTATIONS MET 15-19 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
- Attends 75% 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

**SOME EXPECTATIONS MET, SOME CONCERNS NOTED 11-15 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 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 70% of class as required
- ❑ Attends class on time/punctual

**FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-10 points**

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language is not congruent with skills taught and has given the impression of disinterest in content of class
- ❑ Participates rarely or only when called on
- ❑ Demonstrates significant difficulties applying the helping skills learned
- ❑ Interpersonal/communication skills limited
- ❑ 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
- ❑ Is disruptive (frequent side discussions, reading other materials cell phones, during class, etc.)
- ❑ Attends class below the 70% expectation without substantial/substantiated reasons
- ❑ Frequently arrives late or leaves early or engages in above noted behaviours while in class