



COURSE OUTLINE: SSW101 - SSW HELPING SKILLS

Prepared: Leanne Murray, MSW, RSW

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	SSW101: INTRODUCTION TO SSW HELPING SKILLS
Program Number: Name	1203: SOCIAL SERV WORKER
Department:	SOCIAL SERVICES WORKER
Semesters/Terms:	21F
Course Description:	This course is an introduction to theory and skills related to the helping relationship, process and communication skills for SSW practice. Students explore and apply evidence-based interpersonal communication skills within helping relationships. Students will learn and apply the use of active and reflective listening skills, empathy, non-verbal and verbal communication skills that promote respectful and genuine professional helping relationships with diverse people. Students are invited to engage in self-reflection to explore their own values, beliefs and behavior that impact on the development of helping skills.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	SSW203, SSW212, SSW227
Vocational Learning Outcomes (VLO's) addressed in this course:	1203 - SOCIAL SERV WORKER
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop respectful and collaborative professional and interpersonal relationships that adhere to professional, legal, and ethical standards aligned to social service work.
	VLO 2 Record information accurately and communicate effectively in written, digital, verbal and non-verbal ways, in adherence to privacy and freedom of information legislation, in accordance with professional and workplace standards.
	VLO 3 Integrate a practice framework within a service delivery continuum, addressing the needs of individuals, families and communities at micro, mezzo, macro and global levels, and work with them in achieving their goals.
	VLO 4 Plan and implement accessible and responsive programs and services, recognizing the diverse needs and experiences of individuals, groups, families and communities, and meeting these needs.
	VLO 6 Develop strategies and approaches that support individual clients, groups, families and communities in building the capacity for self-advocacy, while affirming their dignity and self-worth.
	VLO 7 Work from an anti-oppressive, strengths-based practice, recognizing the capacity for resilience and growth of individuals and communities when responding to the diverse needs of marginalized or vulnerable populations to act as allies and advocates.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

	<p>VLO 8 Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.</p> <p>VLO 10 Develop the capacity to work with the Indigenous individual, families, groups and communities while respecting their inherent rights to self-determine, and to identify and address systemic barriers that produce ill-effects, developing appropriate responses using approaches such as trauma informed care practice.</p>				
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>				
Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>				
Other Course Evaluation & Assessment Requirements:	<p>Given the learning outcomes of this course, students are expected to engage in micro-skill development activities and demonstrate beginning level interview skills in course work. Students must achieve a 60% grade in practical helping skill assignments. Students are to familiarize with the SSW Professional Development, Skill Acquisition and Participation Rubric. *Note: This course meets SSW Program Vocational Outcomes 1b,c,e,f,i,k,l 2a,c,f, 3 b,c,d 4a,e 6c,d,e,f,g 7a,c,d,e,f,g 8 b,d,e,f 10 g,h</p> <p>*This course introduces SSW Vocational Outcomes & Elements of Performance: 1.a,b,c,d,e,f,i,j,k,l,m,n,o 2.a,b,c 3.b,c,d,e 4.a,e 5.a,d,e 6.b,c,d,e,g 7.a,f,h 8.b,c,d,e,f 10.d,g</p>				
Books and Required Resources:	<p>Choices Interviewing and Counselling Skills for Canadians 7th Ed by Shebib, B. Publisher: Pearson Canada Inc., Toronto, Canada Edition: 7th Ed. ISBN: 978-0-13-4842-48-6</p>				
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Identify and describe the phases and related skills of the helping process in order to facilitate effective working relationships.</td> <td> 1.1 Define and describe the objectives of the four phases of the helping process. 1.2 Explain the role of the helper throughout the phases of the helping process. 1.3 Accurately label and describe the interpersonal communication skills in helping relationships. </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Identify and describe the phases and related skills of the helping process in order to facilitate effective working relationships.	1.1 Define and describe the objectives of the four phases of the helping process. 1.2 Explain the role of the helper throughout the phases of the helping process. 1.3 Accurately label and describe the interpersonal communication skills in helping relationships.
Course Outcome 1	Learning Objectives for Course Outcome 1				
1. Identify and describe the phases and related skills of the helping process in order to facilitate effective working relationships.	1.1 Define and describe the objectives of the four phases of the helping process. 1.2 Explain the role of the helper throughout the phases of the helping process. 1.3 Accurately label and describe the interpersonal communication skills in helping relationships.				

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.

	<p>1.4 Describe the basic elements of trauma-informed approach to counseling.</p> <p>1.5 Explain the core principles and ethics related to SSW helping practice.</p> <p>1.6 Identify culturally safe practice considerations.</p> <p>1.7 Delineate the elements of successful helping models/theories.</p> <p>1.8 Describe and use beginning skills to engage, negotiate and maintain helping contracts.</p>
Course Outcome 2	Learning Objectives for Course Outcome 2
<p>2. Demonstrate communication skills consistent with the SSW values and standards of practice that foster collaborative professional relationships.</p>	<p>2.1 Identify and apply active and reflective listening skills (use of silence, paraphrasing, summarizing, minimal encouragers, open and responsive non-verbal/body language)</p> <p>2.2 Describe the importance of empathy, genuineness, and regard in person centered helping process</p> <p>2.3 Define and apply empathy and validation skills effectively.</p> <p>2.4 Acquire a basic understanding of the brain and relevance to the practice of counseling/helping.</p> <p>2.5 Recognize and apply questions as techniques in the helping process.</p> <p>2.6 Identify strategies to note-taking in language of client when feasible and in manner that is culturally safe, respectful and inclusive of clientele served</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
<p>3. Engage in self-reflection and skill development that promotes effective interpersonal communication style consistent with SSW professional standards.</p>	<p>3.1 Explain and demonstrate centering skills and readiness to work with others.</p> <p>3.2 Describe and adhere to the SSW professional values and ethics that promote competence in helping practice and understanding of scope of practice.</p> <p>3.3 Identify personal values/skills and evaluate impact on helping relationships and adjust accordingly to ensure client-centered practice.</p> <p>3.4 Demonstrate willingness to learn in order to demonstrate integration of skills in class work and major course assignments.</p> <p>3.5 Model respectful, non-judgmental and culturally safe communication strategies.</p> <p>3.6 Develop professional self awareness of own competence level in SSW interpersonal skills through reflective practice and critical inquiry of skill demonstrations/interviews completed</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
<p>4. Develop and maintain positive and collaborative working relationships with others.</p>	<p>4.1 Interact with others in ways that contribute to effective working relationships by taking responsibility for ones' own actions/decisions.</p> <p>4.2 Maintain accountability while working collaboratively with others.</p> <p>4.3 Show sufficient energy, focus, and commitment to classmates, the professor, and particularly the practical demonstrations.</p>

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.

	<p>4.4 Consistently describe and demonstrate professional behaviour including issues related to: confidentiality, dual relationships, boundaries and mutual respect.</p> <p>4.5 Seek and utilize support and feedback from professor and peers as related to ones' own performance and adjust skills accordingly.</p> <p>4.6 Identify and employ self-care techniques that attend to personal functioning and interpersonal relationships with others and that further personal professional learning, growth and competence</p> <p>4.7 Identify and use a variety of critical thinking skills to anticipate and solve problems.</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Communicate effectively in a variety of media.	<p>5.1 Produce work in written and electronic format that is clear and understandable with minimal errors, in order to stress the importance of accurate and precise communication as a fundamental counselling competency.</p> <p>5.2 Communicate clearly, concisely and correctly in the written and spoken form required.</p> <p>5.3 Maintain personal and professional congruency with respect to use of social media, emails and other technological devices and written documentation.</p> <p>5.4 Document in a manner that reflects authenticity and respect of and for client needs, strengths and diversity</p> <p>5.5 Practice consistent use of SSW skills in face-to face, telephone and electronic communication.</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Exams/Tests/Quizzes	45%
Self Reflection Report	15%
Skill Acquisition, Professional Development & Contributions/Participation	10%
SSW Interviewing Skills Video & Reflection	30%

Date: July 27, 2021

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.