



## COURSE OUTLINE: NSW203 - ESSENTIAL SKILLS

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Approved: Karen Hudson - Dean

<b>Course Code: Title</b>	NSW203: ESSENTIAL SKILLS FOR SOCIAL SERVICES
<b>Program Number: Name</b>	1221: SSW INDIGENOUS SPECA
<b>Department:</b>	SOCIAL SERV. WKR. - INDIGENOUS
<b>Academic Year:</b>	2025-2026
<b>Course Description:</b>	This course covers the fundamental phases and skills required in helping processes. Self-awareness and ethical decision-making contribute to the evolution of a personalized helping style. Integrating knowledge and theory into action during practical self-appraisals, role plays and practice-oriented assignments form the core of this course.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	NSW101
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	NSW205, NSW208, NSW216, NSW217, NSW221
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1221 - SSW INDIGENOUS SPECA</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	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 5 Examine current social policy, relevant legislation, and political, social, historical, and/or economic systems and their impacts for individuals and communities when delivering services to the user/client.
	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.
	VLO 8 Develop strategies and approaches to implement and maintain holistic self-care as a member of a human service profession.



	<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> <p>VLO 11 Integrate culturally appropriate strategies and Indigenous methods of healing practices to help empower individuals and communities to solution build within an aboriginal worldview and context.</p>								
<b>Essential Employability Skills (EES) addressed in this course:</b>	<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 7 Analyze, evaluate, and apply relevant information from a variety of sources.</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>								
<b>Course Evaluation:</b>	<p>Passing Grade: 50%,</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>								
<b>Books and Required Resources:</b>	<p>Into the Daylight: A Wholistic Approach to Healing by Morrisseau, C.  Publisher: University of Toronto Press Edition: 1  ISBN: 9780802081629</p> <p>Choices: Interviewing and Counselling Skills for Canadians by Shebib, B.  Publisher: Pearson Education Canada Edition: 9  ISBN: 9780138363758</p>								
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th><b>Course Outcome 1</b></th> <th><b>Learning Objectives for Course Outcome 1</b></th> </tr> </thead> <tbody> <tr> <td>1. Integrate basic social service work skills into daily practice.</td> <td>1.1. Discuss the role of empathy, authenticity, and professionalism in one's approach to social services work. 1.2. Apply ethical standards and legal implications of practice. 1.3. Demonstrate the array of active listening skills (i.e. paraphrasing, reflecting, feeling, partializing etc.).</td> </tr> <tr> <th><b>Course Outcome 2</b></th> <th><b>Learning Objectives for Course Outcome 2</b></th> </tr> <tr> <td>2. Demonstrate proficient knowledge and facilitation of the dynamics, tasks,</td> <td>2.1. Differentiate the role of the helper throughout the phases of the helping process.</td> </tr> </tbody> </table>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>	1. Integrate basic social service work skills into daily practice.	1.1. Discuss the role of empathy, authenticity, and professionalism in one's approach to social services work. 1.2. Apply ethical standards and legal implications of practice. 1.3. Demonstrate the array of active listening skills (i.e. paraphrasing, reflecting, feeling, partializing etc.).	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>	2. Demonstrate proficient knowledge and facilitation of the dynamics, tasks,	2.1. Differentiate the role of the helper throughout the phases of the helping process.
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functions and skills applicable to the phases/processes of helping relationships.	2.2. Integrate knowledge and skills of phases and skills of helping relationships into facilitation of the arc of the helping process.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Develop and adopt your own style of effective interpersonal communication in the helping field.	3.1. Complete self-awareness and self-care inventories on an on-going basis to better inform personal and professional development. 3.2. Connect personal style with professional knowledge to create effective interpersonal communication.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Adopt a client-centered approach to meet the needs of the client and appropriately join in the dynamics of the helping relationship.	4.1. Analyze and synthesize client information to complete an assessment service plan based tailored to a specific case scenario. 4.2. Utilize the strengths perspective to identify problem solving steps to work with individuals, families and communities. 4.3. Apply an ant-oppressive approach to the helping proceeds. 4.4. Understand the role of trauma in a client's story and apply trauma informed approach.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Adapt techniques to establish the most appropriate approach to be used with various individuals, cultures and environments.	5.1. Assess ecological factors contributing to strengths and obstacles within the client system. 5.2. Discuss various theories to begin developing a personal theoretical model. 5.3. Identify the steps to practice cultural safety. 5.4. Apply various Indigenous healing methods to a client scenario.

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Active Listening Skills Video and Personal Reflections	15%
Case Study: Intake, Assessment & Goal Setting	25%
Client interview/ skills practice/ personal reflection	10%
Healing into the daylight - Reflections on Indigenous Worldviews	15%
Listening to Story Reflections from the Readings	15%
Talking Circles, and Reflections	5%
Theories	15%

**Date:** June 23, 2025

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