

I. COURSE DESCRIPTION:

Essential to Social Service Work practice is the ability to develop collaborative helping relationships with others. This course is designed to introduce students to effective interpersonal communication and interviewing skills that promote the helping process. Students can expect a strong emphasis in reflective practice (self-awareness), integration of theory and application of concepts to promote personal and professional skill development.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the help of a Learning Specialist, will demonstrate a basic ability to:

1. Identify and describe the phases of the helping process within the context of the human services system

Potential Elements of the Performance:

- Summarize the phases of counseling/helping process
- integrate and apply relevant skills according to the helping process/phase of counseling
- Identify and apply exploration, engagement and assessment skills
- Describe and apply the elements of empowering people
- Recognize the importance of culturally competent practice
- Identify systems that play a significant role in client difficulties and identify effective means to address this within the context of the helping relationship

2. Identify and apply helping/interviewing skills.

Potential Elements of the Performance:

- Identify and accurately label the foundational helping skills that promote collaborative relationships
- Label and use such skills such as, but not limited to active and reflective listening, empathy, effective questions, non-verbal communication skills and validation
- Demonstrate ability to establish rapport and contracting skills
- Use collaboration skills to mutually set and facilitate client goal attainment

3. Engage in self-reflection and skill development that promotes effective interpersonal communication style consistent with SSW professional standards.

Potential Elements of the Performance:

- Explain and demonstrate centering skills and readiness to work with others
 - Describe and adhere to the SSW professional values and ethics that promote competence in helping practice
 - Identify personal values/skills and evaluate impact on helping relationships and adjust accordingly to ensure client-centered practice
 - Demonstrate willingness to “risk” and learn in order to demonstrate integration of skills in class work, and major course assignment
 - Model respectful, non-judgmental communication strategies
4. Develop and maintain positive working relationships with others.

Potential Elements of the Performance:

- Interact with others in ways that contribute to effective working relationships by taking responsibility for one’s own actions/decisions
- Maintain accountability while working collaboratively with others
- Show sufficient energy, focus, and commitment to classmates, the professor, and particularly the practical demonstrations
- Consistently describe and demonstrate professional behaviour including issues related to: confidentiality; dual relationships; boundaries; respect
- 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
- Demonstrate ability to anticipate and solve problems

5. 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
- demonstrate interpersonal communication / helping skills at beginning level
- Communicate clearly, concisely.
- Maintain personal and professional congruency with respect to use of social media, emails and other technological devices

III. TOPICS:

1. Overview & Philosophy of direct practice
2. The helping process/phases of counseling
3. Self-awareness/self-reflection to promote competence as SSW
4. Active & Reflective listening
5. Interviewing/helping skills (empathy, open/closed questions, solution-focused/strengths-based techniques)
6. Contracting and goal setting skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

V. EVALUATION PROCESS/GRADING SYSTEM:

Reflections on assigned readings	20%
DVD assignment:	20%
Self-assessment/reflection of interview:	10%
Test #1:	15%
Test #2:	20%
Participation/Skill Development:	15%

Note:

A) All students must complete the DVD /self-assessment assignment in the course to achieve a passing grade.

Professor will post assignment instructions, grading criteria and due dates on LMS.

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%	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: 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.

VI. SPECIAL NOTES:

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 professor's policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room. Punctuality is enforced.

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.

Additional Guidelines for course/other notes:

1. 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.
2. 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.

3. 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.
4. 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.
5. Laptops are permitted for note-taking purposes only in the lecture component. Laptops are not allowed during lab sections unless otherwise indicated by professor.
6. Students are expected to keep food out of the classroom.
7. 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.
8. Spelling, punctuation, and grammar do count in grading. These are essential components in effective communications.
9. Assignments are expected at the beginning of class on the established due dates. Late assignments will be subject to a 10% per day late penalty unless student negotiates extension of due date for substantial reasons one week in advance. Assignments can not be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.
10. 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.
11. Students are reminded of the need to be familiar with the SSW program policies and the Sault College Student Code of Conduct.

VII. COURSE OUTLINE ADDENDUM:

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

VIII. Skill Acquisition, Demonstration of skills, and Participation Grading Criteria**ALL EXPECTATIONS MET 15 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 12-14 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 9-11 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 0-8 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

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the

class and to take notes.

2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.