

I. COURSE DESCRIPTION:

Introduction to SSW Helping Skills (SSW0101)

Essential to Social Service Work practice is the ability to develop collaborative helping relationships with others. This course is designed to introduce the CICE student, with assistance from a Learning Specialist to basic interpersonal communication and interviewing skills that promote the helping process. Students can expect 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 assistance of a Learning Specialist will demonstrate the 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 helping process
- Describe the elements of empowering relationships
- Recognize the importance of ethical & culturally competent practice
- Identify appropriate relationship building and helping skills

2. Identify, integrate and apply helping/interviewing skills within the SSW Scope of Practice.

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 essential SSW interpersonal communication skills in a collaborative and respectful manner within the class

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 assignments
- 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
- Use a variety of critical thinking skills 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 that is clear and understandable with minimal errors, in order to stress the importance of accurate and precise communication as a fundamental counselling competency
- Communicate clearly, concisely and correctly in the written

and spoken form required

- Maintain personal and professional congruency with respect to use of social media, emails and other technological devices

III. TOPICS:

1. Overview, philosophy & models of direct SSW practice
2. The helping process/relationship/phases
3. Self-awareness/self-reflection to promote helping skills and effective working relationships with diverse people
4. Effective interpersonal communication
5. Interviewing/helping skills (active/reflective listening skills, empathy, open/closed questions, non-verbal/verbal communication skills)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS: (Note – book may be used in SSW program courses SSW101, SSW105, SSW203)

1. Shebib, B. (2017). *Choices Interviewing and Counselling Skills for Canadians*. 6th Ed. Toronto: Pearson Canada Inc.

EVALUATION PROCESS/GRADING SYSTEM:

| | |
|--|-----|
| Applications/ Demonstration(s) of helping skills | 30% |
| Self-assessment/reflection Report | 15% |
| “Content knowledge” evaluations (quizzes, tests, readings) | 40% |
| In-class Skill Acquisition/Demonstration/Participation | 15% |

Note:

- A) Students must demonstrate the essential beginning level helping skills/interviewing skills at a minimum of a C level to be achieve a passing grade in the course overall.**
- B) Students are expected to review assigned reading in advance of class to engage in activity based learning. Professor may request evidence of class preparation notes.**

Professor will discuss learner evaluation methods, and 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. | |

College Practice Statement:

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

SSW Professor Approach:

This professor will explain the student success strategy to students. The professor will request students sign a SSW Program Consent/Authorization to determine permission to release pertinent information to Student Services in order to promote and support student success and retention.

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 class has begun (at beginning and/or break times, the learning process has begun therefore students are to arrive on time at class start and upon return from scheduled breaks.

This is a participatory course which requires students to actively "engage" and "risk" participating and demonstrating course related learning. Thus, students are expected to prepare and attend class. To sufficiently demonstrate essential course skills, students are to maintain an **80% attendance rate.**

In situations of absences/late/leaving early that are not substantiated/substantial and/or advanced notifications, the final grade assigned for Skill Acquisition/Demonstration/Participation will be reduced.

Students who fall below the expected attendance rate, the professor may implement additional academic sanctions including grade reductions (using the criteria found on page 8 & 9 or recommendations for *withdrawal and/or failure of the course when student attendance difficulties are substantial.*

Students are responsible to monitor their attendance and participation carefully! Students, who need to be absent, are asked to email the professor in advance of class start time.

With professor discretion, **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 assignments to demonstrate the essential 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 evidence of such reading may be requested. As well, students are to be “centred” and “focused” 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. Students are to recognize that SSW learning requires “risk” to practice in a safe environment that may stretch students beyond “comfort”.
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 to maintain appropriate personal/professional boundaries and classroom safety.

4. Students will be expected to behave in a manner consistent with the standards of the profession and with regard for client needs – this will be discussed in class.
5. Spelling, punctuation, and grammar do count in grading. These are essential components in effective communications.
6. Assignments are expected at the beginning of class on the established due dates. Assignment format and submission requirements as established by the professor are to be adhered to. 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 cannot 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. Assignments are to be submitted in accordance with the professor instructions.
7. 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.
8. Students are reminded of the need to be familiar with the SSW program policies and the Sault College Student Code of Conduct.
9. Students are responsible to contact the professor directly and immediately when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor immediately and prior to the beginning of scheduled exam requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional circumstances.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal and LMS 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.
- 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)

- 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 helping 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 80% 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 (8-11 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 below the expected 80% of class, yet maintains above 70%
- ❑ Attends class on time/punctual for most of the scheduled classes

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED (0-7 points)

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language is not congruent with skills taught and impacts development of interpersonal skills/relationships with others
- ❑ Participates rarely or only when called on
- ❑ Demonstrates significant difficulties applying the helping skills learned
- ❑ 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/ Interpersonal/communication skills limited
- ❑ 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/attitudes/behavior 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% rate with limited communication with professor
- ❑ Frequently arrives late or leaves early or engages in above noted behaviours while in class

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

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.