

I. COURSE DESCRIPTION:

With assistance from a Learning Specialist, the CICE students will be introduced to the fundamental phases and skills required in helping processes. CICE students will develop an emerging self-awareness and will further be introduced to ethical decision-making which contributes 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.

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 a basic ability to:

1. Integrate basic social work skills into daily practice.

Potential Elements of the Performance:

- Demonstrate empathy, authenticity, and professionalism in one's approach to social services work
- Utilize the strengths perspective in work with individuals, families and communities
- Identify ethical and legal implications of practice
- Apply standards to ensure ethical and legal obligations are met
- Demonstrate culturally competent listening skills, verbal and non-verbal communications

2. Demonstrate proficient knowledge and facilitation of the dynamics, tasks, functions and skills applicable to the phases/processes of helping relationships.

Potential Elements of the Performance:

- Identify the dynamics, tasks and function of each of the phases of helping relationships
- Integrate knowledge of phases and skills of helping relationships into facilitation of the arc of the helping process

3. Develop and adopt your own style of effective interpersonal communication in the helping field.

Potential Elements of the Performance:

- Complete self-awareness and self-care inventories on an on-going basis to better inform personal and professional development.
- Connect personal style with professional knowledge base to create effective interpersonal communication

- Maintain a healthy helper personality through an ongoing process of self-awareness, self-care and personal development
4. Adopt a client-centered approach to meet the needs of the client and appropriately join in the dynamics of the helping relationship

Potential Elements of the Performance:

- Apply the skills of assessment, goal setting, contracting and evaluation in recognition of the individual-in-context.
 - Initiate, maintain and terminate a helping relationship that respects and guided by the self-determination of the client
5. Adapt techniques to establish the most appropriate approach to be used with various individuals, cultures and environments.

Potential Elements of the Performance:

- Identify the ecological factors contributing to strengths and obstacles within the client system
- Commit to multicultural awareness and competency in practice.
- Examine various helping styles within different context.
- Identify various Native Traditional-healing methods

III. TOPICS:

1. Basic Interpersonal Skills
2. Professionalism, Standards of Practice, Scope of Practice, Guiding Principles and Ethical Decision-Making
3. Theories, Models and Practice Framework
4. Client-Centered Counselling Skills
5. Assessment and Treatment Planning
6. Cultural Competence

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Previous textbook from NSW101 - Foundations for Balanced Practice: Social Work Skills for Beginning Practice, 3rd Ed., by Sevel, Cummins and Pedrick; Pearson.

Seeking Mino-Pimatisiwin: An Aboriginal Approach to Helping by Michael Anthony Hart; Frenwood Publishing.

Into the Daylight: A Wholistic Approach to Healing by Calvin Morrisseau; University of Toronto Press Incorporated

V. EVALUATION PROCESS/GRADING SYSTEM:

Test	15%
Theories and Framework Assignment	20%
Quizzes (2 x 5%)	10%
In-Class Interpersonal Skills	25%
Assessment & Treatment Plan	20%
Teaching Circle In-Class Assignment	<u>10%</u>
Total	100%

TEST: There will be a test based on assigned readings, in-class lectures/discussions and social service work values, ethics and guiding principles for practice. Tests CANNOT be rewritten in order to obtain a higher grade. Tests will only be individually rescheduled, at the discretion of the professor, for substantiated reasons for absence on test day. Students requiring rescheduling must make arrangements directly with the professor PRIOR to the start of the test.

THEORIES AND FRAMEWORK ASSIGNMENT: Students will be assigned a specific theory or practice model to research at teach the class. Students absent from presentations will have deductions. Following the presentations, students will depict a wholistic practice framework incorporating the theories. Details will be provided by the professor.

QUIZZES: Students must complete two scheduled online, open book quizzes based on assigned reading materials. Details will be provided by professor.

IN-CLASS INTERPERSONAL SKILLS: Developing interpersonal helping skills in the classroom is a significant component of this course. As such, there will be a variety of in-class activities, role plays and scenarios to develop, demonstrate and evaluate these skills throughout the semester. Attendance is essential, and skills missed due to absence cannot be recovered. Details will be provided by the professor.

ASSESSMENT AND TREATMENT PLAN: This is a two part assignment to develop skills in written communication and documentation based on a multi-session simulated counselling experience. Students must be active participants to acquire information needed to complete a wholistic assessment (template provided). This assessment will document client strengths/needs, risk/protective factors, severity/urgency, history, contributing factors, readiness for change and a case formulation. Based on the assessment, students will complete a treatment plan (template provided) to address the identified issues and problems. In practice, this entire process is done in collaboration with the client. Students must write as though their client is with them formulating the treatment goals and in agreement with the strategies for change. Details will be provided by professor.

TEACHING CIRCLE IN-CLASS ASSIGNMENT: Students will be assigned a section from the book *Into the Daylight* to review and present to the class in a teaching circle format. Students absent on presentation day may be offered an alternate assignment, reviewing the book and completing a written paper, worth less value. Details will be provided by professor.

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.	

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.

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.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

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

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.