

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Essential Skills for Social Services

CODE NO. : NSW 203

SEMESTER: 3

PROGRAM: Social Services Worker- Native Specialization

AUTHOR: Michelle Proulx

DATE: Dec 16

PREVIOUS OUTLINE DATED: June 15

APPROVED:

“Martha Irwin”

Dec/16

CHAIR

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

Anyone working in the helping field must develop a personal style of connecting with members of the community in need. Effective interpersonal skills are a blend of theory, skills and self-awareness. Therefore, this course intent is to launch the process and techniques of effective social work skills. In addition, implications of self-awareness and cultural context of the helping relationship will be emphasized. An introduction to different traditional/spiritual methods of healing from the Native perspective will be integrated into the material.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Integrate basic social work skills into daily practice.

Potential Elements of the Performance:

- Discuss the role of empathy, authenticity, and professionalism in one's approach to social services work
- Apply ethical standards and legal implications of practice
- Demonstrate the array of active listening skills (i.e. paraphrasing, reflecting feeling, partializing etc.)

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:

- Differentiate the role of the helper throughout the phases of the helping process
- Integrate knowledge and skills 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 to create effective interpersonal communication

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:

- Analyze and synthesize client information to complete an assessment service plan based tailored to a specific case scenario.
 - Utilize the strengths perspective to identify problem solving steps to work with individuals, families and communities
5. Adapt techniques to establish the most appropriate approach to be used with various individuals, cultures and environments.

Potential Elements of the Performance:

- Assess ecological factors contributing to strengths and obstacles within the client system
- Discuss various theories to begin developing a personal theoretical model.
- Identify the steps to practice cultural safety
- Apply various Indigenous healing methods to a client scenario

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 Service Planning
6. Cultural Safety

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

****Previous textbook from NSW101 - Foundations for Balanced Practice:**

Social Work Skills for Beginning Practice, 3rd Ed., by Sevel, Cummins and
Pedrick; Pearson.

Choices: Interviewing and Counselling Skills for Canadians, 4th Ed., by Bob
Shebib; Pearson Canada

V. EVALUATION PROCESS/GRADING SYSTEM:

Key Concept Notes	15%
Theories and Framework Presentation	20%
Mid-term Counseling Skills Video	25%
Case File Assessment & Treatment Plan	25%
Teaching Circle In-Class Assignment	<u>15%</u>
Total	100%

KEY CONCEPTS NOTES: Notes are designed to prepare students adequately to engage with the class material being covered. Students will complete a Participation Note form for each chapter/reading assigned as indicated on the weekly schedule. The notes will capture the main points the student pulls from the readings. The notes are intended to prepare students to come to class with some basic understanding of the material and to ask any questions to help clarify the material. The notes will also assist in completing the in class assignments. Each note is worth 5 points and will be added and converted to the final weighted grade. Notes are due at the beginning of class. The weekly schedule outlines the reading assigned and due date. Students will be expected to submit notes to adequately prepare for class by reviewing assigned readings or resources.

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. The professor will provide details.

CASE FILE: ASSESSMENT AND TREATMENT PLAN: This is an ongoing assignment throughout the semester. Each student will create a case file containing a list of active listing skills and questions to be used during an client interview, an intake form, case notes, assessment document and service plan. Students must be active participants to acquire information needed to complete a wholistic assessment.

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. The professor will provide details.

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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 academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students 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 in D2L and on the portal form part of this course outline.