

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: June 14

PREVIOUS OUTLINE DATED: June 13

APPROVED:

"Angelique Lemay"

Nov. 2014

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

Copyright © 2014 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Angelique Lemay, Dean
School of Community Services and Interdisciplinary Studies.
(705) 759-2554, Ext. 2603

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:

- 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.	

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.