

I. COURSE DESCRIPTION:

Essential to social service work practice, is the ability to develop collaborative and effective relationships with clientele served. This course is designed to equip students with helping and interviewing skills from a strengths and empowerment perspective. The students can expect a strong emphasis in reflective practice (enhancing awareness of self & professional skills) , application and demonstration of skills learned.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Identify and understand helping/interviewing skills within the SSW Scope of Practice.

Potential Elements of the Performance:

- Identify and label accurately the foundational helping skills that promote collaborative relationships with clients served
- Understand the social work helping models/theories reviewed and show beginning level skill in applying the practice models
- Demonstrate awareness of professional values and ethics to promote competence in helping practice
- Identify personal values/skills and evaluate impact on helping relationships and adjust accordingly to ensure client-centred practice
- Integrate and use a strengths-based philosophy in helping relationships
- Identify the helping process/phases of helping relationships

2. Appropriately apply the helping/interviewing skills as defined by the course professor and the course text.

Potential Elements of the Performance:

- Demonstrate skills in active and reflective listening in classroom exercises/simulations/video recording
- Display skills in empathy, effective questions, validation and empowerment strategies
- Demonstrate willingness to “risk” to demonstrate integration of skills in class work, and major course assignment

3. Recognize and respond to special situations.

Potential Elements of the Performance:

- Describe techniques to diffuse crisis situations and/or clients expressing anger, intimidating or violent behavior
- Define worldview and its importance to multi cultural counseling
- Define the principles of motivational and solution oriented models to helping
- Understand how to adapt helping strategies to unique needs of clientele served (ie children, youth, older adults, etc)

4. 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 with minimal errors, in order to stress the importance of accurate and precise communication as a fundamental counselling competency

5. Demonstrate strategies and plans that promote self awareness, self care and professional work relationships.

Potential Elements of the Performance:

- show organization skills through punctuality for class and meeting assignment deadlines
- show sufficient energy, focus, and commitment to classmates, the professor, and particularly the practical demonstrations
- set and manage professional boundaries
- consistently describe and demonstrate professional behaviour including issues related to: confidentiality; dual relationships; boundaries; finding solutions to discrepancies
- perform 'self-directed learning' by being prepared for class and practicing skills
- 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
- Develop personal style that is consistent with the SSW professional values and skill sets

III. TOPICS:

1. Understanding theories of helping and characteristics/phases of the helping relationship.
2. SSW helping skills to facilitate effective and collaborative working relationships with clients
3. Empowerment/Strengths based strategies that promote resiliency of clients.

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:

DVD assignment:	20%
Self-assessment/reflection of interview:	10%
Chapter Asssignments	20%
Final Exam	25%
Mid Term	25%

Note:

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

B) All students must demonstrate a C – level grade with respect to the DVD and participation/skill development component of the course to achieve a passing grade.

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%	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.

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.

Assignments and their relative weights to the final grade:

1. Students will be responsible for the submission of a visual recording of a helping interview. In the interview the “helper” is the student, and the “helpee” can be anyone over the age of 18 (except a student in a human service program). A “permission to tape” form must be completed and submitted with the tape, to verify confidentiality and the age of the “helpee”. The purpose of the tape is for the student to demonstrate skills learned in the course. Length: 10 minutes

The DVD, the permission form, and the written assignment (self assessment paper of your skills used and areas to improve) must be submitted as a package on the due date. The professor will not grade late assignments unless extraordinary circumstances and advanced negotiation. Medical emergencies will be considered only if supported by documentation and verified as an emergency. Students must ensure that the video is set to the beginning of their interview, that there is no other recordings on the dvd and that the audio/visual quality is sufficient to review and grade.

Grade: 30%

2. Tests. The professor will inform students in class as to the content to be covered by the test, as well as the test format. Subsequent tests may be cumulative. Two tests valued at 25%

VII. COURSE OUTLINE ADDENDUM:

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