



COURSE OUTLINE: CYC202 - COUNSELLING SKILLS 1

Prepared: Child and Youth Care Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

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| Course Code: Title | CYC202: COUNSELLING SKILLS I |
| Program Number: Name | 1065: CHILD AND YOUTH CARE |
| Department: | CHILD AND YOUTH WORKER |
| Semesters/Terms: | 20F |
| Course Description: | This course is an introduction to helping and counselling competencies and processes. It is designed to introduce the student to the techniques of the helping interview. Emphasis is on strength-based approaches, hands-on skill development, and the implications of self-awareness to a helping interview. Extensive practice will occur to reinforce the skill orientation of the course. |
| Total Credits: | 3 |
| Hours/Week: | 3 |
| Total Hours: | 45 |
| Prerequisites: | CYC100 |
| Corequisites: | There are no co-requisites for this course. |
| Substitutes: | CYW203 |
| This course is a pre-requisite for: | CYC253 |
| Vocational Learning Outcomes (VLO's) addressed in this course: | 1065 - CHILD AND YOUTH CARE |
| Please refer to program web page for a complete listing of program outcomes where applicable. | VLO 1 Develop and maintain relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity. |
| | VLO 2 Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change. |
| | VLO 3 Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers. |
| | VLO 4 Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families. |
| | VLO 5 Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts. |
| | VLO 6 Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice. |

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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| | VLO 7 Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner. |
| Essential Employability Skills (EES) addressed in this course: | EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. |
| | EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. |
| | EES 4 Apply a systematic approach to solve problems. |
| | EES 5 Use a variety of thinking skills to anticipate and solve problems. |
| | EES 6 Locate, select, organize, and document information using appropriate technology and information systems. |
| | EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. |
| | EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. |
| | EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. |
| | EES 10 Manage the use of time and other resources to complete projects. |
| | EES 11 Take responsibility for ones own actions, decisions, and consequences. |

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| Course Evaluation: | <p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p> |
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| Books and Required Resources: | <p>Choices: Interviewing and Counselling Skills for Canadians by Bob Shebib Publisher: Pearson Edition: current</p> |
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| Course Outcomes and Learning Objectives: | Course Outcome 1 | Learning Objectives for Course Outcome 1 |
| | 1. Develop and maintain therapeutic relationships that promote growth and development. | 1.1 Label, describe and use relevant helping skills to promote understanding and trust - such skills include, but are not limited to: eye contact, verbal following, silence, questioning, reflecting, summarizing, communication of respect and empathy, attention to non-verbal behaviour, 1.2 Identify the behavioural and psychosocial needs of a helpee/client. 1.3 Demonstrate awareness of cultural, age, gender and other contextual issues and discuss their relevance in counselling. 1.4 Reassure the helpee/client on such professional issues as confidentiality. 1.5 Evaluate interactions and skill performance. |
| | Course Outcome 2 | Learning Objectives for Course Outcome 2 |
| | 2. Offer supportive intervention, verbally and non-verbally, while guiding the interaction toward | 2.1 Explain and apply to problem situations the theoretical concepts presented in the texts and lectures. 2.2 Provide relevant structure to the helping interview: beginning, moving through developmental stages, and ending. |

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| achieving some positive change in the helpee/client. | 2.3 Identify helpee/client strengths and explain how to utilize these to assist the helpee/client. 2.4 Determine the degree of trust in an interview. |
| Course Outcome 3 | Learning Objectives for Course Outcome 3 |
| 3. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence. | 3.1 Explain and demonstrate centering skills, and use these in emotionally-charged situations. 3.2 Express and process personal reactions to helpee/client situations, and discuss how one's own reactions may affect the counselling process. 3.3 Describe a personal program of self-care as it pertains to counselling work. 3.4 Maintain professional boundaries with helpees/clients, within class demonstrations. 3.5 Utilize formal and informal feedback and supervision. 3.6 Establish and update professional goals to enhance counselling learning and practice. 3.7 Apply organizational and time management skills (including but not limited to assignment completion by deadline, class participation and preparation, punctuality). 3.8 Identify resources that could enhance counselling practice. 3.9 Apply critical thinking skills to the counselling process. |
| Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| 4. Use technological tools appropriate and necessary to the performance of tasks. | 4.1 Produce audio recording of interview. 4.2 Review and evaluate audio recording of interview. 4.3 Explain the ethics and legalities pertaining to use of audio and/or video recordings in counselling practice. 4.4 Assist client to complete Agreement to Audio Recording forms dealing with confidentiality). 4.5 Use D2L to communicate with faculty, submit assignments and access learning materials as appropriate. |
| Course Outcome 5 | Learning Objectives for Course Outcome 5 |
| 5. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. | 5.1 Identify tasks to be completed. 5.2 Demonstrate behavioural correlates to equity and fairness in class situations. 5.3 Contribute feedback in a professional manner. 5.4 Encourage and receive feedback in a professional manner. 5.5 Demonstrate respect for individual learning needs and styles. |
| Course Outcome 6 | Learning Objectives for Course Outcome 6 |
| 6. Take responsibility for one's own actions and decisions. | 6.1 Review and assess counselling practice decisions. 6.2 Reflect on the process and practices used. 6.3 Identify own successes and reinforce and adapt to new situations. 6.4 Identify own errors and make corrections. 6.5 Account for how one's own values and beliefs affect actions and decisions. 6.6 Explain and/or defend decisions made and actions taken, |

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with regard for the priority of helpee/client needs.

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
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| Assignments | 30% |
| Skills Demonstration | 30% |
| Tests | 40% |

Date:

June 15, 2020

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

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