

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: COUNSELLING SKILLS I

Code No.: CCW 309-3

Program: CHILD AND YOUTH WORKER

Semester: THIRD

Date: SEPTEMBER 1992 Previous Outline: SEPTEMBER 1991

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APPROVED:

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School of Human Sciences and
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DATE:

June 25/92

COURSE OUTLINE - CCW 309-3 (Counselling Skills)
Child and Youth Worker Program

INSTRUCTOR: Jeffrey Arbus

PRE-REQUISITE: CCW 127-3 - Introduction to Human Relations
or specific permission of instructor

NATURE OF COURSE:

This course is an introduction to helping and counselling competencies and format. It is designed to introduce the student to the techniques of the helping interview. Emphasis will be on various types of interviews, variables in an interview, and the implications of self-awareness to a helping interview. Extensive practice will occur to reinforce the "skill" orientation of the course. The application of counselling skills with youth in various formal and informal settings will be stressed, in keeping with the role of the Child and Youth Worker.

GOALS AND OBJECTIVES:

The primary goal of this course is to introduce the student to the basic counselling competencies and techniques of the helping interview. This course, and the follow up course (Counselling Skills II) are intended to cover most of the competencies listed in Section 4 ("Interviewing and Counselling Skills") of the Child and Youth Worker Programme Guidelines.

STUDENT LEARNING OBJECTIVES INCLUDE:

1. Developing systematic skills in clarifying client communication and in responding accurately and sensitively, on a cognitive, affective and physical level.
2. Demonstrating the ability to attend and respond to client needs and to goal-plan with clients;
3. Demonstrating self-awareness and empathic understanding;
4. Demonstrating an ability to analyze and evaluate interviews and counsellor performance (including self-analysis);
5. Furthering an understanding of ethical and legal implications in helping and counselling.
6. Providing appropriate structure to helping interviews;
7. Developing an understanding of counselling theory as presented by Egan. (drawing from client-centred, behavioral and psychodynamic);
8. Increasing self-confidence and ability to think clearly in emotionally-charged situations;
9. Learning to recognize and identify client strengths and resources as well as areas of concern and lack of resources;
10. Understanding of some counselling issues related to the client's context (e.g. gender, culture, religion, life circumstances, income level, literacy level, etc.)

COURSE OUTLINE - CCW 309-3 (Counselling Skills I) Cont'd
Child and Youth Worker Program (Instructor: J. Arbus)

LEARNING RESOURCES:

Provided by the College: VTR resources
LRC resources
Handouts (as relevant)
Articles related to the subject matter of the
course (as relevant)

Provided by the student: Each student must obtain a copy of the following:

1. Brammer, L.M. (1988) The Helping Relationship: Process and Skills (4th ed.), Toronto: Prentice-Hall.
2. Egan, G. (1986) The Skilled Helper. Monterey, California: Brooks-Cole.
3. Evans, D.R., Hearn, M.T., et. al. Essential Interviewing. Monterey, California: Brooks-Cole, 1975.

Also required: Each student must have access to a portable audio tape recorder and a blank audio cassette of good quality

METHODOLOGY:

Students will have the opportunity to view effective and ineffective counselling. Theoretical approaches to counselling will be presented and discussed.

The major thrust of the course will be on practicing basic helping skills. Students will be expected to be prepared for each class (readings and exercises completed, skills practiced, etc.) for much of the class time will be spent practicing. Video and audio tape will be used to allow the students to recognize and analyze their improving skills. Role play may be used.

This class is not a therapy session for students. However, students must be prepared to share of themselves, within the context of practice-helping sessions. The emphasis is on learning and demonstrating helping/counselling skills and theory. The instructor will be rigid in adhering to this - this is a training program, not therapy (although personal gain may be achieved.)

COURSE OUTLINE - CCW 309-3 (Counselling Skills I) Cont'd
Child and Youth Worker Program - Instructor: J. Arbus

EQUIREMENTS FOR GRADING: (All dates will be announced in the first class)

- a) Students will be responsible for submission of an audio cassette tape of an actual helping session. The session may be done with anybody except a student in the CYW Program or in second year of the Correctional Worker Program. The purpose of the tape is for the students to demonstrate skills developed and discussed in the course. On the due date tapes will be exchanged and critiqued by other class members, according to a set format. In the next class, tapes and critiques will be submitted for grading. This will be explained further. Length of tape: 10 minutes minimum, 15 minutes maximum.

REMEMBER: PUT YOUR NAME ON THE CASSETTE BEFORE YOU SUBMIT IT. Tapes submitted on time will be eligible for full grading consideration. Late tapes may not be accepted.

Further details will be provided in class.

- b) Tests will be on material in the texts and on material studied in class. There will be a mid-term and final term test.
- c) **Journal Article Summary:** A 2-3 page (typed) summary of an article from a professional journal or periodical. Article **must** be on counselling. Full reference must be provided, at the head of the summary - APA format precisely. Summary to contain an introduction, a body, and a conclusion. About $\frac{1}{2}$ of the paper is the actual summary of the article. The other half is your discussion - reactions - implications, etc. Date will be announced in first class.
- d) As noted above (under methodology), requirements include a high degree of class participation from the students. Due to the nature of practica and videotaping, punctuality is an absolute must. Readings, etc. must be thoroughly completed on time, as assigned. This is **each student's responsibility**. Attendance is crucial (90% minimum for students who qualify for an "A" grade; 85% for those who qualify for a "B"; 80% for those who qualify for a "C" ie. passing grade*). Students must be in attendance in order to practice and demonstrate skills.

Students must be prepared in each class to demonstrate their acquired helping skills. The instructor is responsible for grading the student's progress, and cannot do so if skills are not seen. Students will receive formal and informal feedback and supervision in the class. (**HINT:** you will be more effective if you relax. If you are nervous about being observed, let's talk about it - it can be overcome.) Various assignments must be completed on time if they are to be considered in grading.

*Attendance percentages are guidelines. Missing class is detrimental to all participants. The instructor considers attendance and punctuality to be indicative of commitment. Grades may be reduced if non-attendance exceeds the guidelines. If this concerns you please speak with the instructor.

COURSE OUTLINE - CCW 309-3 (Counselling Skills) Cont'd
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GRADING SYSTEM:

Journal Article Summary	10%
Test #1	15%
Test #2	20%
Final Tape	20%
Critique	5%
Involvement and Skill Development ([c] above)	30%
Total	<u>100%</u>

A letter grade will be assigned for the final tape assignment. At the end of the course the instructor will calculate the final grade. Students will have the opportunity to self-evaluate, and this will be taken into account by the instructor.

A note on spelling, punctuation and grammar: These are essential to effective communication. Errors lead to confused and misleading communication - both written and oral [eg. "youse"]. Grades may be deducted if communication is unclear for reasons of spelling, grammar and/or punctuation.

COLLEGE GRADING SYSTEM

Generally, the grades will translate as follows:

90 - 100%	= A+
80 - 89%	= A
70 - 79%	= B
60 - 69%	= C
below 60%	= R (the student must then repeat the course)

The "X" grade will be assigned in the event of incomplete requirements, provided the reasons for this are substantial and justifiable, in the instructor's opinion.

Tests cannot be rewritten in order to seek a higher grade. Tests may be rescheduled, at the instructor's discretion, for substantial and substantiated reasons for absence on test day. Any rescheduling (and test writing) will be done prior to the next class after the missed test. After that class missed tests cannot be written. Students who miss a test must make rescheduling arrangements directly and immediately with the instructor.

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.