

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: COUNSELLING SKILLS I

Code No.: HSC 200 (Previously: CCW 309-3)

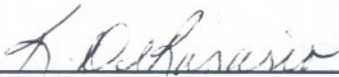
Program: CHILD AND YOUTH WORKER

Semester: THIRD

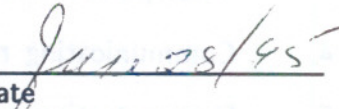
Date: SEPTEMBER 1995 Previous Outline: SEPTEMBER 1994

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APPROVED:


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School of Human Sciences and
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Date


June 28/95

***NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

COUNSELLING SKILLS I HSC 200

Child and Youth Worker Program

INSTRUCTOR: Jeffrey Arbus

PRE-REQUISITE: HSC 103 – Introduction to Human Relations
or specific permission of instructor

I. PHILOSOPHY/GOALS

This course is an introduction to **helping and counselling competencies and process**. 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.

II. STUDENT PERFORMANCE OBJECTIVES

Upon completion of this course students are expected to be:

1. Labelling and demonstrating systematic skills in clarifying client communication and in responding accurately and sensitively on a cognitive, affective and physical level.
2. Demonstrating the ability to identify client needs and goals.
3. Demonstrating self-awareness by expressing self-evaluative comments related to skill development and emotional state.
4. Communicating respect and empathic understanding.
5. Demonstrating an ability to analyze and evaluate interviews and counsellor performance.
6. Conversant in the main ethical and legal implications of helping and counselling.
7. Providing appropriate structure to helping interviews, beginning; moving topics along in their development; ending.
8. Expressing key components of counselling theory as presented by Egan and Moursand. (drawing from client-centred, behavioral and psychodynamic theories).
9. Displaying self-confidence and ability to react clearly in emotionally-charged situations;
10. Recognizing and identifying client strengths and resources as well as areas of concern and resource gaps;

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STUDENT PERFORMANCE OBJECTIVES CONTINUED

11. Identifying and applying contextual issues (culture, race, gender, religion, literacy level, and status) to the client's life situation.
12. Familiar with the use of video technology as a learning and counselling tool.

III. 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. Egan, G. (1986) *The Skilled Helper*. Monterey, California: Brooks-Cole.
2. Evans, D.R., Hearn, M.T., et. al., 1993. *Essential Interviewing*. Monterey, California: Brooks-Cole
3. Moursand, J. (1993) *The Process of Counselling and Therapy*. Toronto: Prentice-Hall.

Also required: Each student must have access to a portable video tape recorder and a blank video cassette of good quality. The College has resources to help. Ask the instructor.

IV. 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.)

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V. COURSE FORMAT

Two Hours /week – entire class – includes some or all of: lecture, readings review, discussion, demonstration, role play.

One hour/week – class divides into two sections, each of which meets one hour per week for intensive skill practice.

VI. REQUIREMENTS FOR GRADING (All dates will be announced in the first class)

- a) Students will be responsible for submission of a video cassette tape of an actual helping session. The session may be done with anybody except a student in the CYW Program or in NCW or DSW or 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. Grades are deducted if the length is more than a minute or two over this limit – so manage your time (another counselling skill). Students unfamiliar with the use of video are expected to become familiar with this technology.

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. Note: The "client" will not be identified (back to the camera).

- 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 ½ 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" i.e. passing grade*). Students must be in attendance in order to practice and demonstrate skills. You can be evaluated only if you are here!

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REQUIREMENTS FOR GRADING CONTINUED

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.) If any part of the experiential component of this course makes you uncomfortable, talk with the instructor. If you do not want this learning experience, you may prefer to drop this course.

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.

VII. GRADING SYSTEM

Journal Article Summary	10%
Test #1	20%
Test #2	20%
Final Tape	20%
Involvement and Skill Development ([e] above)	30%
Total	<hr/> 100%

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", and "I seen", and "should of"]. Grades will be deducted if communication (oral and written) is unclear for reasons of spelling, grammar and/or punctuation.

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)

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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 (emergency) 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. Be forewarned - the instructor may be difficult to contact. The responsibility remains with the student. Further to this, the instructor may be contacted at home **only** in the event of an emergency - be sure you know what constitutes an emergency!

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.

**COMPENDIUM OF LEARNING ACTIVITIES
FOR
COUNSELLING SKILL DEVELOPMENT**
(the order may change)

1.0 A FOUNDATION FOR LEARNING

Upon successful completion of this unit the student will be able to:

- 1.1 define the key concepts of counselling and interviewing;
- 1.2 outline cultural intentionality;
- 1.3 describe the micro skill hierarchy;
- 1.4 list the alternate settings for the use of helping skills;
- 1.5 describe the teaching model of microskills;
- 1.6 demonstrate the skill of "centering".

2.0 ATTENDING BEHAVIOUR: BASIC TO COMMUNICATION

Upon successful completion of this unit the student will be able to:

- 2.1 define attending behaviour skills and how they can be used to help you and your clients;
- 2.2 assess your attending skills
- 2.3 observe and apply attending skills in an interview;
- 2.4 define cultural differences in attending skills

3.0 QUESTIONS; OPENING COMMUNICATION

Upon successful completion of this unit the student will be able to:

- 3.1 define how questions help you and your clients, and how they limit you and your client;
- 3.2 describe concepts and functions of specific questioning skills;
- 3.3 self assess current questioning skills;
- 3.4 define theoretical orientation to questions;
- 3.5 take a personal stand and justify on theoretical issue to questions
- 3.6 apply questioning skills in an interview

4.0 CLIENT OBSERVATION SKILLS

Upon successful completion of this unit the student will be able to:

- 4.1 define verbal and non verbal behaviours and inequities among these behaviors;
- 4.2 list what a counsellor or interviewer should observe;
- 4.3 understand the functions of skilled client observation;
- 4.4 apply observation skills in an interview situation;
- 4.5 self assess observation skills;
- 4.6 define and apply use of I statements;
- 4.7 cultural differences in non verbal communications

5.0 ENCOURAGING, PARAPHRASING, AND SUMMARIZING - HEARING THE CLIENT ACCURATELY

Upon successful completion of this unit the student will be able to:

- 5.1 define ideas of encouraging, paraphrasing and summarizing;
- 5.2 self assess active listening skills;
- 5.3 apply encouraging, paraphrasing, and summarizing in an interview;
- 5.4 contrast active listening to questioning techniques

6.0 NOTING AND REFLECTING FEELINGS: A FOUNDATION OF CLIENT EXPERIENCE

- Upon successful completion of this unit the student will be able to:
- 6.1 define central concepts of the Rogerian skill of reflection;
 - 6.2 apply using reflection skills;
 - 6.3 evaluate role of feelings and emotions in the interview;
 - 6.4 evaluate multicultural/gender aspects exploring emotions;
 - 6.5 apply and explore the interrelations of emotions and reflecting skills in an interview;
 - 6.6 self assess feeling vocabulary;
 - 6.7 distinguish reflection of feeling from a paraphrase;
 - 6.8 discover and identify emotions underlying mixed feelings

7.0 SELECTING AND STRUCTURING SKILLS TO MEET CLIENT NEEDS: HOW TO CONDUCT A COMPLETE INTERVIEW USING ONLY LISTENING SKILLS

- Upon successful completion this unit the student will be able to:
- 7.1 define "positive asset search" and how it can frame client problems and concerns;
 - 7.2 explore quality of responses and ideas of empathy;
 - 7.3 define the five stage structure of the interview;
 - 7.4 practice integrating conceptual and behavioural concepts;
 - 7.5 conduct an interview using only listening skills

8.0 PUTTING IT ALL TOGETHER

- Upon successful completion of this unit the student will be able to:
- 8.1 construct a written analysis of an issue in counselling;
 - 8.2 develop and implement a tape and transcript of own interview style;

Applying this Compendium: These are objectives and guidelines for study and practice. Each student will work on those areas defined as needing development. Some objectives are time limited, while others appear repeatedly in the course. Additional learnings not reflected here may occur.

