

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Counselling Skills I
CODE NO. : HSC2000 **SEMESTER:** 3
PROGRAM: Child and Youth Worker
AUTHOR: Jeffrey Arbus, CCW, B.A., M.A.
DATE: Sept/2002 **PREVIOUS OUTLINE DATED:** Sept/01
APPROVED:

DEAN

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): HSC1030 or permission of course professor
HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

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. Application of these skills will be the main focus of the course. The course encourages a "wholistic view" of the "client".

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

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

1. Develop and maintain therapeutic relationships which promote growth and development.***Potential Elements of the performance:***

- a) *Label, describe and use relevant helping skills to promote understanding and trust - such skills include, and are not limited to: eye contact, verbal following silence, questioning, reflecting, summarizing, communication of respect and empathy, non-verbal behaviour.*
- b) *Identify the behavioural and psychosocial needs of a helpee/client.*
- c) *Demonstrate awareness of cultural, age, gender and other contextual issues and discuss their relevance in counselling.*
- d) *Reassure the helpee/client on such professional issues as confidentiality.*
- e) *Evaluate interactions and skill performance.*

2. Offer supportive intervention, verbally and non-verbally, while guiding the interaction toward achieving some positive change in the helpee/client.***Potential Elements of the performance***

On written tests and assignments, and in class demonstrations and discussions, the student will:

- a) *Explain and apply to problem situations the theoretical concepts presented in the texts and lectures.*
- b) *Provide relevant structure to the helping interview: beginning, moving through developmental stages, ending.*
- c) *Identify helpee/client strengths and explain how to utilize these to assist the helpee/client.*
- d) *Determine the degree of trust in an interview.*

- 3. Perform ongoing self-assessment and wholistic self-care to promote awareness and enhance professional competence.**

Potential Elements of the performance

On written tests and assignments, and in class demonstrations and discussions, the student will:

- a) Explain and demonstrate “centering” skills, and use these in emotionally-charged situations.*
- b) Express and process their reactions to helpee/client situations, and discuss how their own reactions may affect the counselling process.*
- c) Describe their personal program of self-care as it pertains to counselling work.*
- d) Maintain professional boundaries with helpees/clients within class demonstrations*
- e) Utilize formal and informal feedback and supervision.*
- f) Establish and update professional goals to enhance counselling learning and practice.*
- g) Apply organizational and time management skills (including but not limited to assignment completion by deadline, class participation and preparation, punctuality).*
- h) Identify resources that could enhance counselling practice.*
- i) Apply critical thinking skills to the counselling process*

- 4. Use technological tools appropriate and necessary to the performance of tasks.**

Potential Elements of the Performance

- a) Produce videotape and/or audiotape of interview.*
- b) Review and evaluate videotape and/or audiotape of interview.*
- c) Explain the ethics and legalities pertaining to use of videotape and/or audiotape in counselling practice.*
- d) Assist client to complete “agreement to videotape and/or audiotape” forms (i.e. dealing with confidentiality)*
- e) Use Internet to conduct research*
- f) Use word processor to produce reports.*

- 5. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.**

Potential Elements of the Performance

- a) Identify tasks to be completed.*
- b) Demonstrate behavioural correlates to equity and fairness in class situations..*
- c) Contribute feedback in a professional manner.*
- d) Encourage and receive feedback in a professional manner.*
- e) Demonstrate respect for individual learning needs and styles.*

6. Take responsibility for their own actions and decisions.

Potential Elements of the Performance

- a) Review and assess counselling practice decisions.*
- b) Reflect on the process and practices used.*
- c) Identify own successes and reinforce and adapt to new situations.*
- d) Identify own errors and make corrections.*
- e) Account for how one's own values and beliefs affect actions and decisions.*
- f) Explain and/or defend decisions made and actions taken, with regard for the priority of helpee/client needs.*

III. REQUIRED RESOURCES TEXTS/MATERIALS:

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

Learning Resources provided by the student: Each student must obtain a copy of the following:

- 1) Shebib, B. (2000). Choices: Practical interviewing and counselling skills. Toronto: Prentice-Hall.
- 2) Evans, D. R., Hearn, M. T., et al. (1998) 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 audio tape recorder and a blank audio cassette of good quality. The College has resources to help. Ask the professor.

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.) 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 professor will be rigid in adhering to this - this is a training program, not therapy (although personal gain may be achieved.)

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 development and application of theory.

VI. EVALUATION PROCESS/GRADING SYSTEM:

(All dates will be announced in the first class)

- a) Students will be responsible for submission of an audiocassette tape of an actual helping session. The session may be done with anybody except a student in the Child and Youth Worker, Native Community Worker, or Social Service Worker programs. The purpose of the tape is for the students to demonstrate skills developed and discussed in the course. Length of tape: 10 minutes. Grades are deducted if the length is more than two minutes over or under this limit - so manage your time (another counselling skill). Students unfamiliar with the use of audio are expected to become familiar with this technology. Use your resources!

REMEMBER: PUT YOUR NAME ON THE CASSETTE BEFORE YOU SUBMIT IT. Tapes submitted on time will be eligible for full grading consideration. The 'permission to tape' form must be submitted along with the tape.

DUE DATE: _____

Further details will be provided in class. **Note:** Confidentiality will be adhered to. A written self-evaluation must accompany the cassette. Details to be given 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. Dates announced in class.

- c) Journal Article Summary: A 2-3 paged (**typed**) summary of an article from a professional journal or periodical. Article **must** be on counselling. Full reference must be provided, at the top of the first page of the report - 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. Include an answer to this question: "How did reading this article make you a better counsellor or better prepare you for the counselling role?" Internet sources must be verified with the course professor

DUE DATE: _____

- 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 required without exception. 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! Punctuality is enforced. Students who are late for class may not be permitted entry due to the interactive and sensitive nature of class learning activities.

Students must be prepared in each class to demonstrate their acquired helping skills. The professor 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 professor. If you do not want this learning experience, you may prefer to drop this course.

There will be a self-evaluation to assist the grading for this section.

Various assignments must be completed on time if they are to be considered in grading.

Demonstration of respect is expected at all times.

* Attendance percentages are guidelines. Missing class is detrimental to all participants. The professor 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 professor.

VII. COURSE POLICIES:

1. Due to the focused and intimate nature of counselling training, students arriving late may not be permitted entry to the class.
2. Cell phones, pagers and watches that “beep” must be de-activated or put on “vibrate mode” during class time. Students may respond to a call or page after class ends.
3. Students are expected to keep food out of the class.
4. Students will be expected to behave and dress in a manner consistent with the standards of the profession—this will be further explained in class.
5. The content or proceedings of all in-class demonstrations, practica, and the tape assignment are considered confidential. Students who violate this provision will be subject to strict application of the College’s discipline policy.

VIII. EVALUATION PROCESS/GRADING SYSTEM:**GRADING**

Journal Article Summary	10%
Test #1	20%
Test #2	25%
Final Tape	20%
Involvement and Skill Development ([e] above)	25%
Total	100%

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.

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. Other than emergency, advance notice of absence is required. Any rescheduling (and test writing) will be done prior to the next class after the test day. After that class, missed tests cannot be written. Students who miss a test **must** make rescheduling arrangements directly with the professor. This responsibility remains with the student. Further to this, the professor may be contacted at home **only** in the event of an emergency - be sure you know what constitutes an emergency! Note the testing policy.

Note: Students may be assigned an “R” grade at Midterm for unsatisfactory performance.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

IX. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

X. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

XI. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**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 skill;
- 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 behaviours;
- 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

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

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 asses 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 of 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.

