

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Counselling Skills I  
**CODE NO. :** HSC200 **SEMESTER:** 3  
**PROGRAM:** Child and Youth Worker  
**INSTRUCTOR:** Jeff Arbus, B.A., M.A.  
**DATE:** Sept/2005 **PREVIOUS OUTLINE DATED:** Sept/2004  
**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**DATE**

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

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*For additional information, please contact the Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**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 holistic 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, but 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 holistic 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:**

- 1) Shebib, B. (2003). Choices: Practical interviewing and counselling skills. Toronto: Prentice-Hall.
- 2) Evans, D. R., Hearn, M. T., et al. (2004) Essential interviewing, Monterey, California: Brooks-Cole.

***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 intended to be 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 - intensive skill development and application of theory.

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

- A. Participation and Skill Acquisition/Demonstration (25%)
- B. Tests: Mid-term (20%) and Final (25%) – Dates to be announced in class
- C. Submission of Audio Tape (20%) – Due Date to be announced in class

**Length:** 10 minutes.

**Subject:**

Tape to be done with anyone except CYW, NCW, or SSW student. The student helper should endeavour to use the skills studied to date. Set-up and audibility of the tape is crucial and is the student's responsibility. Adherence to confidentiality is expected, and guaranteed from the professor - the student counsellor must guarantee on tape his or her own adherence to confidentiality, and have this confirmed by the "client". The "Permission Form" must be completed and submitted with the tape. The legal/ethical limitations to confidentiality will be reviewed in class.

**Late tapes will not be accepted, unless due to a verified emergency. Tapes submitted without the name of the student will not be graded.**

- D. Written Review of Tape (10%):

**Due Date:** - same date as the tape is due.

Each student is expected to review the first minute, a middle minute, and the final minute of his/her own tape. Following each of the three segments, write a paragraph or two describing what you, the helper, were trying to do in that segment, how you did or did not accomplish that and an alternative approach. Following the entire transcription, write a paragraph or two with your reactions to the overall tape at that point.

Sign and date your transcript and *ensure legibility*. Double Space! **Late submissions or papers submitted without the author's name will not be graded.**

**Grading Summary:**

Participation, skill acquisition, skill demonstration, etc., as per “A” above	25%
Mid-term Test	20%
Final Test	25%
Tape	20%
Written Review of Tape	10%
	100%

**ADDITIONAL NOTES:**

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, practice, and the tape assignment are considered confidential. Students who violate this provision will be subject to strict application of the College’s discipline policy.

\* **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. Note the testing policy.

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

*The following semester grades will be assigned to students in post-secondary courses:*

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VII. 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

**V111. 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.

**1X. 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 learning not reflected here may occur.

