

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: COUNSELLING SKILLS II

Code No.: CCW 409-2

Program: CHILD CARE AND ADOLESCENT WORKER (C.C.W.)

Semester: IV (Four)

Date: JANUARY 1986

Author: JEFFREY ARBUS

New: \_\_\_\_\_ Revision: X

APPROVED: *N. Koch* N. Koch  
Chairperson

*Jan. 1986*  
Date



**INSTRUCTOR:** Jeffrey Arbus  
Office: E465  
Phone: 949-2050, Extension 293

**TIMES:** Monday Evenings  
7 - 10 p.m.  
January 13, 1986 to March 24, 1986 (10 meetings)  
**(No class on February 24, 1986)**

**PRE-REQUISITE:** Counselling Skills I OR permission of instructor

**NATURE OF COURSE:**

As a follow-up to Counselling Skills I, this course is designed to promote further exploration of dimensions of helping. New skills in influencing and directing clients toward identified goals will be built onto the existing framework of attending skills. Client-centred (i.e. Rogerian) skills are examined but the focus also will be on the more directive dimensions outlined by Carkhuff, Ivey and Egan.

The focus on the student's self-awareness and skill development will be central to this course. Students **must** be willing to take personal risks in this course, however, it is **not** a therapy group for the participants.

Practica and self-directed learning with video feedback will be featured. Applications of the skills in work with children and adolescents will be discussed.

**OBJECTIVES:**

1. Solidify skills in attending behaviour.
2. Develop skills in various dimensions of influencing behaviour (as per programme objectives).
3. Develop skills in analysing and evaluating counselling behaviour (i.e. "reading" behaviour).
4. Develop an ability to integrate skills into a unified approach in helping and counselling.
5. Develop an eclectically-based, theoretical framework for counselling (Egan).
6. Integrate skills of self-directed learning.
7. Demonstrate willingness to expand the limits of one's interactions.

...cont'd



**LEARNING RESOURCES:**

Provided by the College - VTR equipment, facilities  
- LRC (Learning Resource Centre), etc.

Provided by the Students -

1. Egan, G. The Skilled Helper. Monterey, CA: Brooks-Cole, 1975 (2nd Ed.)
2. Evans, D., et. al. Essential Interviewing. Monterey, CA: Brooks-Cole, 1979 (2nd Ed.)
3. One blank audio cassette and audio tape recording machine.

**METHODOLOGY:**

- A. Each week the class will be in two parts. The first will consist of mini-lecture, review of assigned readings, study of counselling theory, viewing of modelling tapes, discussion and demonstration.

In the second part, the students will divide into sub-groups for practice sessions. Each week the instructor will determine whether this will be role-play or non-role-play practice. The instructor will outline the practice objectives.

Students will be expected to attend all classes, prepare readings diligently and participate actively in discussion and practicum. Time is precious in this course, so classes and practice will begin on time and non-task-related behaviour will be reflected in the instructor's final grading. The instructor will provide ongoing feedback in the form of verbal comment (informally; at times, formally).

Demonstration of skills will be assessed at all times in this course (i.e. in and out of the practice).

The VTR equipment will be used as directed by the instructor and all students will be expected to take advantage of this learning resource.

**The rule of confidentiality applies at all times with regard to this course.**

- B. TEST: MARCH 10, 1986

- C. Submission of Audio Tape:

DATE: March 17, 1986

LENGTH: 20 minutes minimum



METHODOLOGY (C. Submission of Audio Tape Cont'd):

SUBJECT: Tape to be done with anybody except a CCW student. The student helper should endeavour to appropriately use the skills studied to date.

Thus, there should be elements of what Egan calls "exploration" and "understanding" reflected in the helping session. Goal setting should be one aim but whether the helper actually works on the "action" stage is optional.

So, try to find someone who will let you work with him/her!

Audibility is crucial.

Absolute confidentiality is expected and guaranteed from the instructor - the student counsellor must guarantee on tape his or her own adherence to confidentiality.

D. Transcript of Tape:

Date due: March 17, 1986

Each student is expected to transcribe the first minute, the middle two minutes 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.

E. Critique of Tape:

Length: about 800 words

Date Due: March 24, 1986

For this, analyse a fellow student's tape specifying: skills used, skills not used (if any), strengths of the tape, and alternatives or areas for improvement. A form will be provided.

Sign and date your critique and ensure legibility.

...cont'd

**GRADING:**

A. Participation, skill acquisition as per "A" above:	35%
B. TEST:	20%
C. TAPE:	30%
D. TRANSCRIPT:	10%
E. CRITIQUE:	<u>5%</u>
<b>TOTAL =</b>	<b>100%</b>

JA:sdd