

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: COUNSELLING SKILLS II

CODE NO.: CCW 409-3

SEMESTER: FOUR

PROGRAM: CHILD AND YOUTH WORKER PROGRAM

AUTHOR: JEFFREY ARBUS, CCW, M.A.

DATE: FEBRUARY, 1990

PREVIOUS OUTLINE DATED: JANUARY, 1989

APPROVED:

CHAIRPERSON

DATE

COUNSELLING SKILLS II

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COURSE NAME

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INSTRUCTOR: Jeffrey Arbus, Room E465, Phone 759-6774 ext. 546
TIMES: Monday Evenings, 7:00 - 10:00 p.m. Start: February 5, 1990

TOTAL CREDIT HOURS 3

PREREQUISITE(S):

Counselling Skills I OR permission from the Instructor

I. PHILOSOPHY/GOALS:

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 skills are examined but the focus also will be on the "intentional" dimensions outlined by Ivey and Egan. Critical areas will be examined including: skills in crisis situations; helping skills in separation and loss situations; cultural issues in helping.

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. The nature of the helper's role will be examined from very personal viewpoints. Consistent commitment to personal growth, including risk taking and caring, will be rewarded.

Practice and self-directed learning with video feedback will be featured. Applications of the skills in work with children and adolescents will be reviewed in an ongoing and experiential manner.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course the student will:

- 1) Have solidified skills in attending behaviour.
- 2) Have developed and demonstrated skills in various dimensions of influencing behaviour (as per CYW program objectives), and attitudes (including respect, genuineness and empathy).
- 3) Have developed and demonstrated skills in analyzing and evaluating counselling behaviour.

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- 4) Have developed and demonstrated an ability to integrate skills into a unified approach in helping and counselling.
- 5) Have identified and recognized the unique demands on the counsellor posed by crisis situations.
- 6) Have developed and used an eclectically-based, theoretical framework for counselling.
- 7) Have integrated skills of self-directed learning.
- 8) Have arrived at greater self understanding in terms of one's role and one's attitudinal framework for helping.
- 9) Have demonstrated willingness to expand the limits of one's interactions.

III. METHODOLOGY:

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

In the second part, the students will divide into sub-groups for non-role-play practice sessions. The instructor will outline the practice objectives each week. Students are advised to use their break-time to prepare for the demands of the practice sessions. Student progress and skill acquisition will be observed, and monitored during these practice sessions.

Students will be expected to attend all classes, prepare readings diligently and participate actively in discussion and practice. Time is precious in this course, so classes and practice will begin on time and 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 and formally).

Readings must be completed on time, as assigned. The book "Loving Each Other" will be discussed in class and will be part of course material covered on the final exam.

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

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

The rules of confidentiality apply at all time with regard to this course.

- B. TESTS: Mid Term: March 26, 1990
Final: Last day of the course

C. SUBMISSION OF AUDIO TAPE:

Date: April 23, 1990
Length: 15 minutes minimum
20 minutes maximum

Subject:

Tape to be done with anyone except CYW or Correctional Worker student. The student helper should endeavour to appropriately use the skills studied to date.

Thus, there should be elements of what Egan calls "Problem Definition and Goal Development" 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 of the tape 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, and have this confirmed by the "client".

D. TRANSCRIPT OF TAPE:

Due Date: April 23, 1990

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. Double Space!

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E. CRITIQUE OF TAPE:

Length: about 800 words
Due Date: April 30, 1990

For this analyze a fellow student's tape specifying: skills used, skills not used (if any), strengths or the tape, and alternatives or areas for improvement. A form will be provided. Sign and date your critique and ensure legibility.

V. EVALUATION METHODS:

Participation, skill acquisition as per "A" above:	25%
Test #1	20%
Test #2 (final)	25%
Tape	20%
Transcript	5%
Critique	5%

	100%

The College Grade Designations apply as follows:

- 90 - 100% = A+
- 80 - 89% = A
- 70 - 79% = B
- 60 - 69% = C
- Below 60% = R (repeat of the course)

VI. REQUIRED STUDENT RESOURCES

Brammer, L. The Helping Relationship

Buscaglia, Leo. Loving Each Other. 1984
Toronto: Fawcett (Random House).

Egan, G. The Skilled Helper. Monterey, CA: Brooks-Cole,
1975 (2nd Ed.)

Evans, D., et at. Essential Interviewing.
Monterey, CA: Brooks-Cole, 1979 (2nd Ed.)

One blank audio cassette and audio tape recording machine

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VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

Book Section

Periodical Section

Audiovisual Section

VIII. SPECIAL NOTES