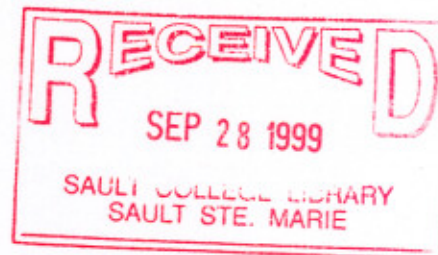


SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONT



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: JANUARY, 1995 PREVIOUS OUTLINE DATED: JANUARY, 1994

NEW: _____ REVISED: X

APPROVED: _____

K. DeRosario
Dean, K. DeRosario
School of Human Sciences
and Teacher Ed.

_____ *Dec. 22/94*
Date

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

INSTRUCTOR: Jeffrey Arbus, Room E3205, Phone 759-2554 ext. 546

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 development of dimensions of helping. New skills in supporting and motivating clients toward their 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. Special areas will be introduced including: skills in crisis situations; helping skills in separation and loss situations; cultural issues in helping; taking a social history.

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 and respect will be rewarded. Mistakes lead to learning; risk leads to growth: each student can be prepared to encounter both, with the guidance and feedback and support of the instructor and encouragement from fellow students.

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 demonstrated consolidated skills in attending behaviour.
- 2) Have demonstrated skills in various dimensions of influencing behaviour and attitudes (including respect, genuineness and empathy). See below for further explanation of this.
- 3) Have demonstrated skills in identifying, labelling and evaluating counselling behaviour.

- 4) Have demonstrated an ability to integrate skills into a unified process-oriented approach in helping and counselling.
- 5) Have explained the unique demands on the counsellor posed by crisis situations.
- 6) Have familiarity with eclectically-based, theoretical framework for counselling, as demonstrated in test question responses and in-class practical.
- 7) Have completed a brief "social history"
- 8) Have integrated skills of self-directed learning as demonstrated by preparedness for class and completion of the exercises in the textbooks.
- 9) Have described greater self understanding in terms of the role and attitudinal framework for helping, as demonstrated during feedback sessions with fellow students and the course professor.
- 10) Have demonstrated willingness to expand the limits of interactions during in-class practical.
- 11) Have transferability of skills to informal counselling/life-space interviews, as demonstrated in in-class role-play and responses to class discussion of situations.

III. METHODOLOGY:

A. SKILL ACQUISITION AND PARTICIPATION:

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, 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 own time to prepare for the demands of the practice sessions. Student progress and skill acquisition will be observed, evaluated, and monitored during these practice sessions.

Students will be expected to attend all classes, prepare readings diligently and participate actively in discussion and practice. 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). You can be evaluated only if you are here!

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, along with assigned material from the other texts and readings.

Demonstration of skills will be assessed at **all** times in this course (i.e. in and out of practice sessions). Students must be prepared **at all times** to demonstrate their skills. Reluctance will not be accepted. If any part of this course makes you uncomfortable, you will be expected to speak of it with the course professor. If you do not want this learning experience, you may prefer to drop this course.

Measurement of Performance Objectives:

Performance Objective #2: Students will have demonstrated:

- . advanced empathy
- . appropriate self-disclosure
- . appropriate confrontation
- . immediacy
- . information giving
- . giving directions
- . others as necessary

As well as having demonstrated these skills individually, students will have demonstrated an incorporation and a consolidation of these skills with previously-learned attending skills into a unified helping response style.

Attitudes will be demonstrated in the following manner:

- a) respect, through accurate and constructive giving of feedback, and acknowledgment of feedback received; presentation of confidentiality as outlined
- b) genuineness, through responding appropriately and in a parallel fashion to the emotional expressions of students in practicum sessions
- c) empathy, through accurate and appropriate giving of feedback, and reflection of feelings to fellow students in and out of practicum sessions

Performance Objective #3 will be demonstrated by students in the "observer" role in practicum sessions, through accurate recording of observations and translation of these recordings during feedback time. The text "Essential Interviewing" will help prepare students for this task.

Additional measurement will be made on the tests.

Performance Objective #8: Measured by being prepared for class (readings, assignments); being punctual for class, assignment deadlines; videotaping sessions, practicum sessions; staying "on task" during practicum sessions.

Performance Objective #10: Measured by students's demonstration of skills in new combinations; student's willingness to attempt skills with which student is hesitant to use.

Performance Objectives #1 and #4 will be evidenced in practicum sessions.

Performance Objectives #5, 6, 9, and 11 will be assessed on tests and self-evaluations, as well as in the weekly classes.

Performance Objective #7 will be assigned in class.

NOTE: This reflects minimum expectations. Actual grades assigned will be based on performance level, progress, and other variables indicated in this outline.

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. This will be clarified in the first class.

B. TESTS: Dates will be announced in the first class.

C. SUBMISSION OF AUDIO TAPE:

Date: Dates will be announced in the first class.

Length: 15 minutes minimum
20 minutes maximum

Subject:

Tape to be done with anyone except CYW, DSW, NCW, 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, in an objective fashion.

Audibility of the tape is crucial and is the student's responsibility.

Adherence to 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". The "Permission Form" must be completed and submitted with the tape. The legal/ethical limitations to confidentiality will be reviewed in class.

D. TRANSCRIPT OF TAPE:

Due Date: Will be announced in first class.

Each student is expected to transcribe 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!

E. CRITIQUE OF TAPE:

Due Date: Date will be announced in first class.

Provide feedback on a fellow student's tape according to format provided. Sign and date your critique and ensure legibility.

F. 500 WORD LITERATURE REVIEW:

Topic - Cultural Issues in Counselling Children/Youth/Families. No topic duplication. Written or typed. Due Date announced in first class along with more details. Format: Approx. 1/2 of paper is summary, and other 1/2 is reactions, discussion, implications, etc.

V. GRADING:

Participation, skill acquisition, skill demonstration, etc. as per "A" above:	25%
Test #1	15%
Test #2	15%
Literature Review	10%
Tape	20%
Transcript	10%
Critique	5%
	<hr/>
	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)

Note Please: All assignments must be stapled in the top left corner. No plastic, duotang or folders/covers please.

VI. REQUIRED STUDENT RESOURCES

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

Egan, G. The Skilled Helper. Monterey, CA: Brooks-Cole,

Evans, D., et al. Essential Interviewing.
Monterey, CA: Brooks-Cole,

Moursund, J. The Process of Counseling and Therapy.

Plus access to one blank audio cassette and audio tape recording machine

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

Book Section

Various - look under "Counselling"

Periodical Section

Various, including Canadian Journal of Counselling. Also, CYW oriented periodicals (eg. Child Care Quarterly, Journal of Child Care) have articles on the subject of counselling approaches with youth.

Audiovisual Section

There are many resources on this subject - seek them out!

VIII. SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

IX. TEST POLICY

All tests must be written at the assigned time. If you are unable to attend due to illness or an emergency, the instructor must be notified prior to test time. A message can be left on voice mail if the instructor is unavailable. The instructor may allow the student to write the test before the next scheduled class. Please make arrangements for a suitable time. Failure to follow these steps will result in a grade of D for the test.