

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE


Course Title: Advanced Counselling Applications

Code No.: CCW615 Semester: Six - 98W

Program: Child and Youth Worker

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Date: Jan 98 Previous Outline Date: Jan 97

**Approved: 
D. Tremblay, Dean
Health, Human Sciences and Teacher Ed.**

Date: 

Total Credits:

Prerequisite(s):

Length of Course:

Total Credit Hours:

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For additional information, please contact Donna Tremblay, Dean, School of Health,
Human Sciences and Teacher Education, (705) 759-2554, Ext. 690.**

I COURSE DESCRIPTION

Special issues in counselling will be examined from both a theoretical and a practical perspective. The orientation, focus and resource to the course will be provided by the professor. Students will generate special application projects in accordance with their defined areas for advanced training. This course focuses on "advanced professional practice."

II LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

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

- 1. engage in therapeutic relationships with children, youth and/or families to promote growth and development (CYW CSAC Learning Outcome #1)**

Elements of the performance:

- Listen and communicate clearly to promote understanding and trust with the client.
 - Assess the strengths and needs of the client, using an holistic view of the client.
 - Engage in therapeutic relationships with clients.
 - Interact in a professional manner as guided by the professional code of ethics and current legislation affecting services.
 - Evaluate interactions and progress with the client, making adaptations as required.
 - Respond to the special needs of identified groups (for example: gay/lesbian youth; suicidal youth; and others)
- 2. Create, utilize and maintain therapeutic environments which promote overall well-being and facilitate positive change for children, youth and their families (CYW CSAC Learning Outcome #2).**

Elements of the Performance:

- Assess, in collaboration with relevant others, the developmental and social needs of individuals and groups, on the context of their current environments.
- 3. Engage in ongoing self-assessment and self-care which promote awareness and enhance professional performance (CYW CSAC Learning Outcome #6).**

Elements of the Performance:

- Set and maintain appropriate professional boundaries with clients.
- Access and utilize formal and informal supervision and ongoing feedback.
- Establish reasonable and realistic goals for self to enhance work performance.

- d. Access and utilize appropriate resources and self-care strategies to enhance personal growth.
 - e. Maintain confidentiality as governed by policy, legislation and professional ethics.
 - f. Apply organizational and time management skills.
- 4. Identify and access professional development resources and activities which promote his or her professional growth (CYW CSAC Learning Outcome #7)**

Elements of the Performance:

- a. Determine, through self-assessment and in collaboration with others, current skills and knowledge.
- b. Identify areas for professional development.
- c. Initiate and engage in professional development activities.

III TOPICS

- a. Gay/Lesbian youth
- b. Suicidal youth
- c. Other topics as initiated by students/professor

IV REQUIRED RESOURCES/MATERIALS

“Joining Tribe”, Anchor/Doubleday

Access to a video camera and videotape

“Reclaiming Youth at Risk”, Brendtro, et al (1990)

V EVALUATION PROCESS/GRADING SYSTEM

A. Special project:

- 1) submission of videotape (15-20 minutes) on which is a demonstration of a specific counselling intervention, including briefing of players and debriefing/discussion;
- 2) submission of project paper to accompany videotape, with theoretical background and references (APA format only; single-side typed and double-spaced with a margin on both sides of the page; no separate title page required; subheadings required). Papers and/or videotape submitted without the name of the author and the date of submission will not be graded! Length of paper: 1200 words minimum; 5 professional references minimum.

- 3) submission of "Executive Summary" of paper - for distribution to work team. (1-2 typed pages, double spaced)
- 4) oral summary of project (ongoing)

Project proposal submission date: 3rd class

Final project submission date: fourth to last class

Grade: 50% of final grade

Note: Late reports will not be graded.

Note: If the topic concerns "co-counselling" then teams of two people can work on a single submission for equal grading.

Possible Topics: group counselling (various applications); counselling from a theoretical base/various choices); counselling "special populations" (various applications); special techniques/therapies; use of video/audio tape as a counselling tool; others of students choice (with approval of professor).

B. Test: case study based on the module "gay/lesbian youth".

Date announced at least two weeks in advance (about week 6 or 7) Grade: 15% of final grade

C. Class Participation: involvement in demonstrations, discussion, work team support, assisting others by bringing resources to them as appropriate, general involvement in "teambuilding", extra reading, time management, and other qualities and activities suited to "advanced professional practice." Attendance is a minimum requirement. Grading will correspond to attendance as well as other indicators of involvement.

Each class will feature some or all of: group discussion of selected topics in counselling; skill demonstration; videotaped feedback; project review.

This outline is subject to change with due notice to the students.

Grade: 20% of final grade

D. Test #2 - Based on questions from the major project (student generated within workteams)- 15%

VI SPECIAL NOTES

SPECIAL NEEDS: If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 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 post-secondary institutions.

VIII PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the Prior Learning Assessment Office.

TESTING POLICY
SCHOOL OF HUMAN SCIENCES AND TEACHER EDUCATION
Effective November 1, 1993

All students are responsible for completing assigned tests on the date scheduled either on course outline or through notification by course Professor.

Should a student be unable to write a test on the date assigned, the following procedure must be followed:

1. Student must provide the Professor with advanced notice, in writing, of need to miss a test.
2. Student will require documentation to support the excused absence, ie:
 - Doctor's note
 - Notice of meeting

Copies of all documentation will be kept on file

3. All decisions regarding rescheduling of tests are at the discretion of the Professor.
4. Student is responsible to make arrangements, immediately up on their return to the College, with course Professor for make-up of missed test prior to next scheduled class for the course in question.
5. In the event of an emergency, on the day of the test, students will require documentation to support absence, and must call in to identify absence.

The College now has a 24-hour Electronic Voice Mail System - 759-2554.

Failure to comply with this policy will result in a zero grade being recorded for the missed test.

Course	Instructor	Office #	Extension #