

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



COURSE OUTLINE

Course Title: Counselling Skills 2

Code No.: CCW 409

Semester: 4 – 99w

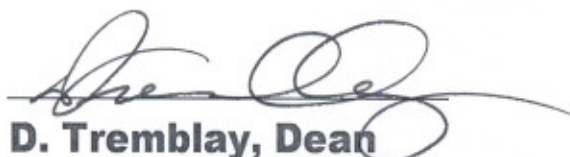
Program: Child & Youth Worker

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Date: January 1999

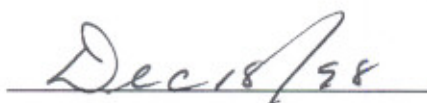
Previous Outline Date: Jan. '98

Approved:



**D. Tremblay, Dean
Health and Human Services**

Date:



Total Credits: 3

Prerequisite(s): HSC 200

Length of Course: 45 hours Total Credit Hours: 3

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



I. Course Description:

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-centered 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. Learning Outcomes and Elements of Performance

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

1. *Engage in therapeutic relationships with children, youth, adults and/or families to promote growth and development*

Elements of the Performance:

- a. Listen and communicate clearly, by using attending skills to promote understanding and trust with the "client";
- b. Assess the strengths and needs of the "client", using an holistic view of the "client";
- c. Reflect respect for and sensitivity to cultural and gender differences;
- d. Model and engage in therapeutic relationships with "clients" by using "influencing" skills and "giving and taking feedback";
- e. Evaluate interactions and progress with the "client", on an ongoing basis, making adaptations as required;
- f. Have explained the unique demands on the counsellor posed by crisis situations;
- g. Have completed a "social history"

II. Learning Outcomes and Elements of Performance (cont.)

2. *Employ effective intervention strategies and/or direct service which meets the needs and goals of children, youth, their families and relevant others.*

Elements of the Performance:

- a. Explain eclectically-based theoretical framework for counselling;
 - b. Identify and assess the behavioural, developmental and psycho-social strengths and needs of "clients" in relation to their current environments;
 - c. Negotiate reasonable and realistic goals with "clients";
 - d. collaborate and consult with others for counselling approaches which effectively respond to needs of "clients";
 - e. Evaluate the results of processes, skills and strategies used.
3. *Engage in professional relationships which enhance the quality of service for children, youth, adults and/or families.*

Elements of the Performance:

- a. Participate effectively as a team member;
 - b. Consult with relevant others to gain an integrated understanding of the client/situation
4. *Engage in ongoing self-assessment and self-care which promote awareness and enhance professional performance.*

Elements of the Performance:

- a. Set and maintain professional boundaries with "clients";
 - b. Access and utilize formal and informal supervision and ongoing feedback;
 - c. Establish reasonable and realistic goals for self to enhance work performance;
 - d. Maintain confidentiality as governed by program policy, legislation; and professional ethics;
 - e. Apply organizational and time management skills.
5. *Identify and access professional development resources and activities which promote professional growth.*

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. Integrate skills of self-directed learning as demonstrated by preparedness for class (assignments completed; attitudinally prepared).

III. Topics and Methodology

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 professor will outline the practice objectives each week. Students are advised to use their own time to prepare for the demands of the practice sessions. Students progress and skill acquisition will be observed, evaluated, and monitored during these practice sessions. Video feedback is used.

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 professor's final grading. The professor 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.

IV. Required Resources/Texts/Materials

Buscaglia, Leo. Loving Each Other. 1984, Toronto: Fawcett (Random House) to be read by _____

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

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

Moursund, J. The Process of Counselling and Therapy.

Plus access to one blank video cassette and video camera.

Additional Resource Material available in the College Library:

Book Section:

Various - look under "Counselling"

Periodical Section:

Various, including Canadian Journal of Counselling. Also, CYW oriented periodicals (e.g. 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!

V. Evaluation Process/Grading System

A. Skill Acquisition and Participation:

- assessed at all times in this course. Students must be prepared at all times to demonstrate their skills. See above under "Methodology".
- Self assessment is part of this grading.

B. Tests: Dates announced in first class.

C. Submission of Video Tape:

Date: _____ (announced in first class)

Length: 10 - 15 minutes.

Subject:

Tape to be done with anyone except CYW, DSW, NCW, or Correctional Worker student. The student helper should endeavor 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 his/her, in an objective fashion.

Setup 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 suffer a grading penalty.

V. Evaluation Process/Grading System (cont.)

D. Discussion of Tape:

Due Date: Will be announced in first class.

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!

Grading:

Participation, skill acquisition, skill demonstration, etc., as per "A" above	25%
Test #1	20%
Test #2	25%
Tape	20%
Discussion of Tape	10%
	<hr/>
	100%

The College Grading Designations apply as follows:

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

VI. Special Notes

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

Your professor reserves the right to modify the course as he deems necessary.

Please do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

X. Test Policy

All tests must be written at the assigned time. If you are unable to attend due to illness or an emergency, the professor must be notified prior to test time. A message can be left on voice mail if the professor is unavailable. Failure to follow these steps could result in a grade of R for the test.

XI. Prior Learning Assessment

Student who wish to apply for advance credit in the course should consult the professor.

