

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 “intentional” dimensions. Special areas to be introduced include: skills in crisis situations; helping skills in separation and loss situations; cultural issues in helping; taking a social history. Philosophically the course follows a ‘strength/solution’ focus.

The emphasis 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, 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 a holistic view of the “client”;
- c. Reflect respect for and sensitivity to diversity issues;
- 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. Explain the unique demands on the counsellor posed by crisis situations;
- g. Complete a “social history”

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE (CONT.)

2. *Employ effective intervention strategies and/or direct service to meet 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 that effectively respond to needs of “clients”;
- e. Evaluate the results of processes, skills and strategies used.

3. *Engage in professional relationships to 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 to 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 within the limits described by program policy, legislation; and professional ethics;
- e. Apply organizational and time management skills.
- f. Demonstrate physical, emotional, cognitive, and spiritual ‘readiness’ to work with others (centeredness, attentiveness).

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE (CONT.)

5. *Identify and access professional development resources and activities to 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 mini-lecture, review of assigned readings, study of counselling theory, discussion and demonstration.

In the second part, the students will be in groups for (non-role-play) practice sessions. The professor will outline the practice objectives each week. Students are advised to prepare for the demands of the practice sessions. Student 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 _____

Shebib, D. (2000). Choices. Toronto: Prentice-Hall.

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

Moursund, J. The Process of Counselling and Therapy.

Plus access to one blank audio cassette and tape recording device.

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.
- Automatic grade deduction for each hour missed of the one-hour practice section, beyond the first hour missed.

B. Tests: Two ... Dates announced in first class.

V. EVALUATION PROCESS/GRADING SYSTEM (CONT.)

C. Submission of Audio Tape:

Date: _____ (announced in first class)

Length: 10 - 12 minutes.

Subject:

Tape to be done with anyone except CYW, NCW, SSW, or Correctional Worker student. The student helper should endeavour to use the skills studied to date. This should not be an 'introductory' interview. The submission should begin with a summarization of previous interview(s). In the submitted interview there should be elements of "Problem Definition and Goal Development". 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. 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 not be graded.

D. Discussion of Tape:

Due Date: To be announced in first class - same date as the tape is due.

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! **Late submissions or papers submitted without the author's name will not be graded.**

V. EVALUATION PROCESS/GRADING SYSTEM (CONT.)

Grading:

Participation, skill acquisition, skill demonstration, etc., as per "A" above	30%
Test #1	20%
Test #2	20%
Tape	20%
Discussion of Tape	10%
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	100%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. 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.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.