

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; influencing skills. 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; however, it is **not intended** to be a therapy group for participants and no-one will be expected or required to share beyond what is appropriate to the learning goals of the course. 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;

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 ‘readiness’ to work with others (centeredness, attentiveness).

- 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 practice sessions. Occasionally, role play may be incorporated into the practice sessions, but the primary focus will be on non-role play interactions between student helper and student “client”. 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.

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. Attendance and practice are crucial components of the learning.

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, as a certain degree of risk taking is a necessary component of the learning experience.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

- Shebib, D. Choices, 4th ed. Toronto: Prentice-Hall.
- Plus access to PC compatible audio recording equipment
- **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.

B. Experiential Learning Day (Oral and Written Components – see attached)

C. Submission of PC compatible audio recording of a student led counselling session:

Date: _____ (announced in first class)

Length: 10 - 12 minutes.

Subject: Audio Recording to be done with anyone **except** CYW, SSWN or SSW 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.

Set-up 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 the recording** his or her own adherence to confidentiality, and have this confirmed by the "client".

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

Late submissions may not be accepted, unless due to a verified emergency, and if accepted, will be subject to a grading penalty of 1 mark per calendar day. Recordings submitted without the name of the student may not be graded.

D. Discussion of Recorded Session:

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

Each student is expected to review the first minute, a middle minute, and the final minute of his/her own recorded session. 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, if not, an alternative approach. In conclusion, write a paragraph or two with your reactions to the overall tape at that point.

Double Space. Note that **late submissions or papers submitted without the author's name may not be graded.**

E. Mid-term Test and Final Examination

V. EVALUATION PROCESS/GRADING SYSTEM (CONT.)

Grading:

| | |
|--|------|
| Participation, skill acquisition, skill demonstration, etc., as per "A" above | 25% |
| Mid-Term Test | 15% |
| Final Exam | 15% |
| Audio Recording | 20% |
| Discussion of Audio Recording | 10% |
| Experiential Learning Day (oral and written assignments) | 15% |
| | 100% |

The following semester grades will be assigned to students in post-secondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 – 100% | 4.00 |
| A | 80 – 89% | |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50 – 59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field /clinical placement or non-graded subject area. | |
| U | Unsatisfactory achievement in field/clinical placement or non-graded subject area. | |
| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. | |
| NR | Grade not reported to Registrar's office. | |
| W | Student has withdrawn from the course without academic penalty. | |

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. ***Once the classroom door has been closed and the learning process has begun, late arrivers may not be granted admission to the room until the first scheduled break unless otherwise permitted by the instructor.***

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. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

Experiential Learning Day Oral Presentation Assignment

Students and faculty will each bring an object that symbolizes (in some way) a growth experience in their own lives. In a group, each participant will describe the experience and the meaning of the object. They will then explain how this growth experience can be connected to their work in the field (i.e. what was learned and how that learning shapes current behaviour).

Goal: IDENTIFY THE VALUES STUDENTS BRING TO CHILD AND YOUTH WORK AS A RESULT OF THEIR EXPERIENCES AND EXPRESS HOW THOSE EXPERIENCES AND VALUES HELP OR HINDER THEM IN RELATING TO OTHERS.

The outline is deliberately vague. Students will have to decide for themselves which experiences and influences they wish to share. It is believed that by starting with the self, the student can better empathize and relate to the experiences of others. This concept follows from those proposed by various writers, including Freud, Rogers and Corey, who stressed the need for self-knowledge as a prerequisite to acquiring knowledge about others. By participating, the instructors will model the application of this concept.

This is a learning exercise, not an analytic one.

**Grading Criteria for Oral Self Presentation
and Participation in All Activities Throughout the Day**

Student Name: _____

Degree to which students demonstrate skill and competence in each of the following areas:

Minimal Level of Skill and Competence - Lowest Scores
 Expected Level of Skill and Competence - Middle Scores
 Exceptional Level of Skill and Competence - Highest Scores

| | | | | | |
|--|---|---|-----|---|-----|
| Student defines and describes a growth experience that has impacted his/her life to this point | 0 | 1 | 1.5 | 2 | 2.5 |
| Student identifies the meaning of this experience and is able to link it to his/her work with others | 0 | 1 | 1.5 | 2 | 2.5 |
| Student is able to demonstrate a reasonable level of trust and openness in this assignment, as indicated by the nature and substance of what is shared | 0 | 1 | 1.5 | 2 | 2.5 |
| Student actively participates in all aspects of the day | 0 | 1 | 1.5 | 2 | 2.5 |

MARK OUT OF

/10

Guidelines and Grading Criteria for Written Component

Written Analysis of Oral Self Presentations

(a) As you listened to your classmates and teachers share their personal stories, what similarities and differences did you notice in the kinds of growth experiences that were described? What were some of the common threads, and where did their stories differ in significant ways? Without referring to the particular story of any individual member of the group, describe your own emotional reactions to what was shared? (2.5 marks)

1 1.5 2 2.5

Minimal Analysis

Expected Level of Analysis

Exceptional Analysis

(b) Describe your thoughts and feelings about having shared your own experience with the group. Are you comfortable with what you shared, or do you now wish you had shared more or less, and why? What did you learn about the personal sharing process and/or about yourself as a result of having engaged in this exercise - and how might this awareness assist you in your work with clients? (2.5 marks)

1 1.5 2 2.5

Minimal Analysis

Expected Level of Analysis

Exceptional Analysis

Comments: