
Course Name

Code No.**I. COURSE DESCRIPTION:**

Anyone working in the helping field must develop a personal style of connecting with members of the community in need.

Effective counselling skills are a blend of theory, skills and self-awareness. Therefore, this course is designed to introduce students to the process and techniques of effective counselling skills. In addition, implications of self-awareness and cultural context of the helping relationship will be emphasized. An introduction to different traditional/spiritual methods of healing from the Native perspective.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Utilize the terminology applied in the counselling field.
2. Apply effective counselling skills to various situations in a confident and appropriate manner.
3. Develop and adopt your own style of effective interpersonal communication in the helping field.
4. Initiate, maintain and terminate a helping relationship that leads to the resolution of specific goals identified by the helpee.
5. Adapt counselling techniques to establish the most appropriate approach to be used with various individuals, cultures and environments.
6. Maintain a healthy helper personality through an ongoing process of self awareness.
7. Identify various Native Traditional healing methods.

III. TOPICS:

- | | |
|--------------------------------|---|
| 1. Helping: What does it mean? | Lecture, class discussion, text |
| 2. Characteristic of Helpers | Lecture, class discussion, text,
Role play |

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3. Helping Process
4. Helping Skills for Understanding Student presentation, text, role
Playing
 - 4.1 Listening
 - 4.2 Leading
 - 4.3 Reflecting
 - 4.4 Challenging
 - 4.5 Interpreting
 - 4.6 Informing
 - 4.7 Summarizing
5. The Counselling Wheel (Native Perspective) Guest speaker,
handouts, class discussion 9 weeks
6. Traditional Healing Methods 10 weeks

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

The Helping Relationship - Process and Skills (Seventh Edition)
Lawrence M. Brammer
Ginger MacDonald

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V. EVALUATION PROCESS/GRADING SYSTEM:

Chapter Test (4 x5%)	20%	Upon each completion of each chapter
Mid-term Project	15%	(Due October 6, 1999)
Report (2 x10%)	20%	(#1 - Nov. 9/99 & #2 - Dec. 14/99)
Skills	10%	(Due month of November)
Final Role Play	25%	(Due month of December)
Attendance and participation	10%	
TOTAL	100%	

- A) **TESTS:** There will be four (4) tests throughout the semester worth five percent (5%) each. The material on these tests will come from the text and class discussion. Test #1 will cover chapter 1 (5%). Test #2 will cover chapter 2 (5%). Test #3 will cover chapter 3 (5%). Test #4 will cover chapter 4 (5%)
- B) **MID-TERM PROJECT:** Each student, through interviews with an anonymous subject, will construct a social history. The format for the social history will be given in class. The student will also be required to include a brief summary of their feelings regarding the interviews and what they learned from the experience.
- C) **REPORTS:** Report one will be presented to you in class (10%). Report two will be on the presentation of the counselling wheel (10%). Specifics on format and process will be provided by the instructor.
- D) **PRESENTATIONS:** The students will be responsible for presenting an assigned skill cluster for class presentation. Students' self-evaluation will be worth 5%. The other 5% will be from your instructor's evaluation.
- E) **FINAL ROLE PLAY:** Each student will be allotted a time during the last few weeks of the course for their final role play. The students will be provided with a client scenario (at random) and will be evaluated on their counselling skills, during a one-on-one "counselling session."
- F) **ATTENDANCE AND PARTICIPATION:** Students will be evaluated as follows: Students will lose 1% per day of unexcused absence. At the end of the semester, if the student's active participation was above average => gain 1%; if student's active participation was average => no change; if student's active participation was below average => subtract 1% from Attendance and Participation mark.

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

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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.	
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 been impossible 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 the instructor and/or contact the Special Needs office, Room E1204, 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.

Disclaimer for meeting the needs of learners:

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.

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Significant learning takes place in the classroom through an interactive learning approach; therefore, ALL students must attend 60% of the classes to obtain a passing grade.

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per each day late.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

VIII. 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.