

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** COUNSELLING SKILLS

**CODE NO. :** NSA2270                      **SEMESTER:** 3

**PROGRAM:** NATIVE COMMUNITY WORKER PROGRAM

**AUTHOR:** NATIVE EDUCATION

**DATE:** SEPT/02              **PREVIOUS OUTLINE DATED:** SEPT/01

**APPROVED:**

	_____	_____
	DEAN	DATE
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	SOC1200, PSY1070	
<b>HOURS/WEEK:</b>	16 weeks	

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*For additional information, please contact Judi Maundrell, Dean  
School of Health and Human Services  
(705) 759-2554, Ext. 603/689*

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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.

Potential Elements of the Performance:

- Applying various terminology's within the helping field.

2. Apply effective counseling skills to various situations in a confident and appropriate manner.

Potential Elements of the Performance:

- Understanding the helping process, helping skills model for understanding, Support and action.

3. Develop and adopt your own style of effective interpersonal communication in the helping field.

Potential Elements of the Performance:

- Identify the five levels of functioning, six essential interview conditions for helpee development and helpers personal characteristics.

4. Initiate, maintain and terminate a helping relationship that leads to the resolution of specific goals identified by the helpee.

Potential Elements of the Performance:

- Apply the dimensions of helping skills.
- Applying the stages in the helping process.

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5. Adapt counselling techniques to establish the most appropriate approach to be used with various individuals, cultures and environments.

Potential Elements of the Performance:

- Applying the skill clusters, helping skills for understanding.
- Examine various counselling styles within different context.

6. Maintain a healthy helper personality through an ongoing process of self-awareness.

Potential Elements of the Performance:

- Identify various Native Traditional-healing methods. (Foundation of the Native belief is self-aware and self-healing practices before you can help anyone one else.)

### III. TOPICS:

1. Helping: What does it mean?
2. Characteristic of Helpers.
3. Helping process.
4. Helping skills for Understanding.
  - 4.1 Listening
  - 4.2 Leading
  - 4.3 Reflecting
  - 4.5 Interpreting
  - 4.6 Informing
  - 4.7 Summarizing
5. The Counselling Wheel ( Native Perspective )
6. Traditional Healing Methods.

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

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## V. EVALUATION PROCESS/GRADING SYSTEM:

Chapter Test ( 4 x 5% )	20%	Upon each completion of each chapter
Mid-term project	15%	
Report ( 2x 10% )	20%	
Skill Clusters	10%	
Final Role Play	25%	
Attendance and participation	10%	
TOTAL	100%	

- A) **TESTS:** There will be four tests throughout the semester worth five percent each. The material on these tests will come from the text and class discussions. Test 1 will cover chapter 1; test 2 will cover chapter 2. Test 3 will cover chapter 3. Test 4 will cover chapter 4.
- 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 experiences.
- C) **REPORTS:** Report one will be presented to you in class (10%). Report two will be on the presentation of the counselling wheel (10%). The instructor will provide specifics on the format and process.
- D) **PRESENTATIONS:** The students will be responsible for presenting an assigned skills 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 his or her final role-play. The students will be provided with a client's scenario (at random) and will be evaluated on their counselling skills, during one-on-one counseling sessions.
- 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 average = > no change; if the 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:

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<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 &amp; 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.

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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. 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.

**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.