

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: COUNSELLING SKILLS

CODE NO. : NSA227 **SEMESTER:** 3

PROGRAM: NATIVE COMMUNITY WORKER PROGRAM

AUTHOR: NATIVE EDUCATION

DATE: SEPT/04 **PREVIOUS OUTLINE DATED:** SEPT/03

APPROVED:

_____	DEAN	_____	DATE
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TOTAL CREDITS: 3

PREREQUISITE(S): SOC120, PSY107

HOURS/WEEK: 16 weeks

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

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:

- Integrate various terminologies within the helping field into working communication.

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:

- Complete self awareness and self care inventories on an on-going basis.

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 skills of assessment, goal setting, contracting and evaluation in recognition of the individual-in-context.

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

Potential Elements of the Performance:

- Commit to multicultural awareness in practice.
- 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 else and other techniques to maintain personal balance.)

III. TOPICS:

1. Getting Started
2. Helping Techniques
3. Helping Process
4. The Helping Relationship
5. Self Care and Development
6. The Counselling Wheel (Native Perspective)
7. Traditional Healing Methods.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Interviewing in Action: Relationship, Process and Change. (2nd ed.) by Bianca C. Murphy and Carolyn Dillon, Brooks/Cole Publishing.

V. EVALUATION PROCESS/GRADING SYSTEM:

		Tentative Dates (2003)
Chapter Test (3 x 10%)	30%	#1 Oct. 6, #2 Nov. 3, #3 Dec. 1
Midterm Project	15%	Oct. 6
Report (2x 10%)	20%	#1 Oct. 27, #2 Dec. 15
Journal Analysis	10%	Nov. 24
Final Role Play	25%	Dec. 8 or 15
TOTAL	100%	

- A) **TESTS:** There will be three tests throughout the semester worth ten percent each. The material on these tests will come from the text and class discussions.
- 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) **JOURNAL ANALYSIS:** Each student will keep an ongoing journal of personal progress in role-play. Specifics to be provided.
- 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.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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 Requirement:

Due to the nature of the course material and interactive learning approaches, students cannot miss more than 3 classes in the semester. If more than 3 classes are missed, it will result in a failing grade for this course.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary 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. 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.