



COURSE OUTLINE: CYC253 - COUNSELLING SKILLS 2

Prepared: Child and Youth Care Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CYC253: COUNSELLING SKILLS II
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Semesters/Terms:	22W
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 added to the existing framework of attending skills. Client-centered skills are examined further with a particular focus on intentional applications. Special areas to be introduced include: advocacy skills, maintaining an anti-oppression perspective and applying cultural competence in diverse cultural contexts. Philosophically, the course follows a strength/solution focus.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	CYC202
Corequisites:	There are no co-requisites for this course.
Substitutes:	CYW234
This course is a pre-requisite for:	CYC305
Vocational Learning Outcomes (VLO's) addressed in this course:	1065 - CHILD AND YOUTH CARE
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop and maintain relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity.
	VLO 2 Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.
	VLO 3 Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.
	VLO 4 Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families.
	VLO 5 Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.



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	VLO 6	Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.				
	VLO 7	Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.				
Essential Employability Skills (EES) addressed in this course:	EES 1	Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.				
	EES 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.				
	EES 4	Apply a systematic approach to solve problems.				
	EES 5	Use a variety of thinking skills to anticipate and solve problems.				
	EES 6	Locate, select, organize, and document information using appropriate technology and information systems.				
	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.				
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.				
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.				
	EES 10	Manage the use of time and other resources to complete projects.				
	EES 11	Take responsibility for ones own actions, decisions, and consequences.				
Course Evaluation:	Passing Grade: 50%, D					
	A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.					
Books and Required Resources:	Choices: Interviewing and Counselling Skills for Canadians by Bob Shebib Publisher: Pearson Edition: current					
	Strengths-Based Counselling with At-Risk Youth by Michael Ungar Publisher: Corwin Press, Thousand Oaks, California Edition: current ISBN: 978-1-4129-2820-5					
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Engage in therapeutic relationships that reflect the principles of relational practice, including consideration, safety, trust, presence and empathy</td> <td>1.1 Listen and communicate clearly, using attending skills to promote mutual understanding and trust 1.2 Apply a strength based focus to support positive changes in interpersonal patterns 1.3 Demonstrate respect for and sensitivity to diversity issues 1.4 Model and engage in therapeutic relationships with clients by using influencing `` skills and giving and taking feedback 1.5 Evaluate interactions and progress with the client on an ongoing basis, making adaptations as required 1.6 Explain the unique demands on the counsellor posed by crisis situations</td> </tr> </tbody> </table>		Course Outcome 1	Learning Objectives for Course Outcome 1	1. Engage in therapeutic relationships that reflect the principles of relational practice, including consideration, safety, trust, presence and empathy	1.1 Listen and communicate clearly, using attending skills to promote mutual understanding and trust 1.2 Apply a strength based focus to support positive changes in interpersonal patterns 1.3 Demonstrate respect for and sensitivity to diversity issues 1.4 Model and engage in therapeutic relationships with clients by using influencing `` skills and giving and taking feedback 1.5 Evaluate interactions and progress with the client on an ongoing basis, making adaptations as required 1.6 Explain the unique demands on the counsellor posed by crisis situations
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Course Outcome 2	Learning Objectives for Course Outcome 2
2. Employ evidence informed intervention strategies and/or direct service to meet the needs and goals of children, youth, families and relevant others	2.1 Explain theoretical framework for counselling 2.2 Identify and assess the behavioural, developmental and psycho-social strengths and needs of clients in relation to their current environments 2.3 Negotiate reasonable and realistic goals with clients 2.4 Collaborate and consult with others for counselling approaches that effectively respond to needs of clients 2.5 Evaluate the results of processes, skills and strategies used
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Engage in professional relationships to enhance the quality of service for children, youth, adults and/or families	3.1 Actively engage and contribute as a team member 3.2 Consult with relevant others to gain an integrated understanding of the client/situation
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a Child and Youth Care Practitioner	4.1 Set and maintain professional boundaries with clients 4.2 Examine the impact of self on others and ensure that interactions are consistent, constructive and positive 4.3 Access and utilize formal and informal supervision and ongoing feedback 4.4 Establish reasonable and realistic goals for self to enhance work performance 4.5 Maintain confidentiality within the limits described by program policy, legislation, and professional ethics 4.6 Apply organizational and time management skills 4.7 Demonstrate physical, emotional, cognitive readiness to work with others (centeredness, attentiveness)
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Demonstrate advocacy skills, an anti-oppression perspective and cultural competence in diverse cultural contexts	5.1 Determine, through self-assessment and in collaboration with others, current skills and cultural knowledge 5.2 Identify biases that may contribute to oppression with respect to race, ethnicity, national origin, religion, immigration status, political belief etc. 5.3 Identify system barriers including political, social and economic factors that may contribute to stereotyping, bias and social inequity 5.4 Plan and implement advocacy/engagement strategies that promote equity and inclusion

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	30%
Skills Demonstration	30%
Tests	40%

Date:

July 27, 2021

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Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

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