

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Counselling Skills

HDG200-3

PROGRAM: Native Community Worker

SEMESTER: Three (3)

DATE: September 1994

AUTHOR: Native Education Department

NEW:

REVISION: X

APPROVED:

DATE:

Dean, School of Arts &
General Education

JUN 29 1994

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PHILOSOPHY/GOALS :

This course is an introduction to Counselling Methodology. It is designed to introduce the students to the techniques of the helping interview. Types of interviews, implications of self-awareness to a helping interview and cultural context will be emphasized.

OBJECTIVES :

Upon successful completion of this course, the student will have developed skills in:

- A. Self-awareness and self-confidence in the counselling setting;
- B. Responding to client needs and goal-planning with clients;
- C. Clarifying client communication and responding accurately and sensitively;
- D. Awareness of the Native perspective towards counselling.

TOPICS :

- 1. Helping: What Does It Mean?
- 2. Characteristics of Helpers
- 3. The Helping Process
- 4. The Role Play
- 5. Helping Skills for Understanding
- 6. Helping Skills for Loss and Crisis
- 7. The Counselling Wheel (Native perspective)
- 8. Helping Skills for Positive Action and Behaviour Change
- 9. Learning and Thinking About the Helping Process

LEARNING ACTIVITIES:

This course will consist of teacher presentations, group discussions, triads, guest speakers, case studies and audio/visual materials related to the topics covered.

EVALUATION:

Grade Summary:	Attendance & Participation	10%
	Chapter Tests	20%
	Mid-term Project	20%
	Mini-Reports	20%
	Final Role Play	20%
	Case Study	10%
	TOTAL	100%

A. ATTENDANCE & PARTICIPATION:

The skills learned in this course will be practiced throughout the semester using triads during class time. Participation in triads on a regular basis is a **must** for each student.

B. CHAPTER 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 discussions.

C. 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.

Social History	15%
Personal Summary	5%
TOTAL	20%

D. MINI-REPORTS:

Four (4) short reports will be assigned during the course based on class information, guest speakers, films, etc. The fourth report will be related to the final role play. Each case study/report is worth 5%. Formats for each will be presented in class.

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 student 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. CASE STUDY:

There will be a case study completed to allow students to apply knowledge of skills and material to a "real life" client experience. Format to be presented in class.

COLLEGE EVALUATION SYSTEM:

Letter grades, for transcript purposes, will be calculated as follows:

90% - 100%	=	A+
80 - 89	=	A
70 - 79	=	B
60 - 69	=	C
Less than 60%	=	R (Repeat of the course)

REQUIRED STUDENT RESOURCES:

The Helping Relationship: Process and Skills, Author: Lawrence M. Brammer

SPECIAL NOTES:

Students with special needs, e.g. physical limitations, visual impairments, learning disabilities are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

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.

Tests - cannot be rewritten in order to obtain a higher grade. Tests may be rescheduled, at the instructor's discretion, for substantial and substantiated reasons for absence on test day. Students who miss a test **MUST** make re-scheduled arrangements directly and immediately with the instructor.