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**Course Name**

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**Code No.**

**I. COURSE DESCRIPTION:**

This is a solution-focused course providing basic training and education in interviewing and counselling skills/practice/theory. The students can expect a strong emphasis in microskills training with applications in real situations. Practice, with ongoing demonstration of skills, is emphasized. The overall philosophy of 'solution-building' stresses the idea that clients possess the resources for growth and the counsellor/social service worker must learn the skills and theory that enables and supports the client to achieve greater life satisfaction. The course professor will model these values and practices.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Define 'solution-building' as it applies to counselling/interviewing.

Potential Elements of the Performance:

- provide accurate definition on tests and in class
- demonstrate understanding through practice in case situations

2. Perform a variety of interviewing/helping/counselling skills as defined by the course professor and the course text.

Potential Elements of the Performance:

- demonstrate skills in practical case situations
- identify and label skills in class demonstrations and on tests
- demonstrate integration of skills in major course assignment
- apply skills in different types of interviews

3. Debrief feedback/take feedback).

Potential Elements of the Performance:

- participate in feedback sessions in class and with the course professor
- self-debrief class performance and major course assignment
- act as a supportive 'team member'

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4. Utilize general counselling theory.

Potential Elements of the Performance:

- describe stages of the helping relationship
- describe the reasons for the order of the stages of the helping relationship
- observe and accurately identify the stages of helping relationships

5. Recognize and respond to 'special situations'.

Potential Elements of the Performance:

- describe special helping situations, including confrontation, conflicting diversity issues, crisis situations
- demonstrate basic skills used in responding to these situations

6. Communicate effectively in a variety of media.

Potential Elements of the Performance:

- produce work in written and multi-media format (tape) that is clear and understandable with minimal errors, in order to stress the importance of accurate and precise communication as a critical counselling competency

7. Demonstrate self-care.

Potential Elements of the Performance:

- show organization skills through punctuality for class and assignment deadlines
- show sufficient energy, focus, and commitment to classmates, the professor, and particularly the practical demonstrations
- set and manage professional boundaries
- accurately describe and demonstrate (at all times) professional ethics including issues related to: confidentiality; dual relationships; policy
- perform 'self-directed learning' by being prepared for class and practicing skills

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**III. TOPICS:**

1. Background to helping – history, major theory
2. The ‘solution-building’ approach.
3. Microskills of helping/interviewing/counselling.
4. General theory on the stages of the helping relationship.
5. Inviting the client.
6. Focusing the interview and moving it forward.
7. Feedback to clients.
8. Measuring progress
9. The involuntary client
10. Crisis.
11. Diversity issues and special situations.

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

**Course text (Required by each student)**

1. DeJong, P. and Berg, I.K. (2002) Interviewing for solutions (2<sup>nd</sup> ed.). Toronto: Brooks-Cole (Wadsworth)
2. DeJong, P. and Berg, I.K.(2002). Learner’s Workbook Interviewing for Solutions (2<sup>nd</sup> Ed.). Toronto: Brooks-Cole (Wadsworth)
3. Students must have access to an audio tape recorder and blank audio cassette.

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**Assignments and their relative weights to the final grade:**

(assignments will be modified as the course progresses)

**1.** Students will be responsible for the submission of an audiocassette tape of an actual helping interview. The interview may be done with anyone except a student in the SSW, CYW or NCW programs. A 'permission to tape' form must be completed and submitted with the tape. The purpose of the tape is for the student to demonstrate skills learned in the course. It is not a therapy session for the 'client'. Length: 10 minutes, plus/minus 2. Tapes submitted on time will be eligible for full grading. Late tapes suffer a grade deduction as follows: One school day late = one full letter grade deducted; more than one school day late = not accepted. Medical emergencies will be considered if supported by documentation and verified as an emergency. Students are responsible for the audibility of their tape.

Due Date: \_\_\_\_\_

**2.** Written self-assessment of tape: a brief paper in which the student identifies (in their own performance) what was positive in their tape and what needs improvement. Graded on depth and accuracy of analysis.

Due Date: (same as tape) \_\_\_\_\_

**3.** Tests will be administered at about the mid-point of the course, and at the end. The professor will inform students in class as to the content to be covered by the test, as well as the test format.

Dates: Test 1 \_\_\_\_\_; Test 2 \_\_\_\_\_

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#### **4. Skill acquisition, demonstration of skills, and participation.**

This is a participatory course. Students must be willing to be prepared for each class and willing to be actively involved in skill demonstration, feedback, and discussion. Students must be present in order to demonstrate these qualities. Punctuality is enforced. Students who arrive late may not be admitted to class. Absence beyond the first three hours missed will result in a 1% deduction for every class hour or part thereof that is missed. Students who fall below 80% attendance may be subject to penalty, suspension or removal from course. Students are encouraged to discuss attendance expectations with the professor.

Students are expected to be fully prepared for each class. This includes readings and assignments, as well as the willingness to demonstrate skills as studied and according to the professor's directions. If any part of this course leads you to feel uneasy, you are asked to discuss this with the professor.

The grading for this section will be heavily weighted toward acquisition and demonstration of skills, but will include the other components of participation.

Late assignments are not accepted (subject to review by the professor).

#### **5. Learner's Workbook Exercises**

Students will be expected to complete assigned exercises from the Learner's Workbook Interviewing for Solutions (2ndEd). Additional instructions will be provided by the professor in class.

Date: \_\_\_\_\_

#### **Grading for the course:**

**Learner's Workbook Exercises: 15%**

**Tape assignment: 20%**

**Written self-assessment of tape: 5%**

**Test #1: 20%**

**Test #2: 20%**

**Involvement and Skill Development: 20%**

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**V. EVALUATION PROCESS/GRADING SYSTEM:**

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
C	60 - 69%	2.00
F (Fail)	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:**

1. This course is not a therapy group/program for students. Personal gain may be achieved, and personal issues may be discussed, but the purpose is for learning of counselling theory, skills and strategy. The professor will be rigorous in monitoring this. The course is intended to be a 'safe zone' for all students.

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**VI. SPECIAL NOTES:**

2. Cell phones, pagers, and watches that ‘beep’ must be de-activated or put on ‘vibrate mode’ during class time. Students may respond to a page or call after class ends. Violations of this may lead to the student being asked to leave the classroom and referred to the Dean’s office. Other types of disruptions will be treated similarly. Due to the intimate nature of the material in the course, students who arrive late may be denied entry to the class.

3. Students are expected to keep food out of the classroom.

4. Students will be expected to behave and dress in a manner consistent with the standards of the profession – this will be discussed in the first class.

5. Spelling, punctuation, and grammar do count in grading. These are essential components in effective communications. Professionals take care with these elements.

6. Tests cannot be rewritten to achieve a higher grade. Any rescheduling of tests is at the professor’s discretion and *must* be arranged in advance of the test date.

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 \_\_\_\_\_ or call Extension \_\_\_\_\_ 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.



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**CICE Modifications:**

**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:**

**A. Tests may be modified in the following ways:**

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.**

***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.