

I. COURSE DESCRIPTION:

This course is an introduction to helping and counselling competencies and process. It is designed to introduce the CICE student to the techniques of the helping interview. Emphasis will be on various types of interviews, variables in an interview, and the implications of self-awareness to a helping interview. Extensive practice will occur to reinforce the “skill” orientation of the course. Application of these skills will be the main focus of the course. The course encourages a holistic view of the “client”.

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, along with the assistance of an Integrative Educational Assistant, will have demonstrated the basic ability to:

1. Develop and maintain therapeutic relationships which promote growth and development.

Potential Elements of the performance:

- a) *Label, describe and use relevant helping skills to promote understanding and trust - such skills include, but are not limited to: eye contact, verbal following, silence, questioning, reflecting, summarizing, communication of respect and empathy, non-verbal behaviour.*
- b) *Identify the behavioural and psychosocial needs of a helpee/client.*
- c) *Demonstrate awareness of cultural, age, gender and other contextual issues and discuss their relevance in counselling.*
- d) *Reassure the helpee/client on such professional issues as confidentiality.*
- e) *Evaluate interactions and skill performance.*

2. **Offer supportive intervention, verbally and non-verbally, while guiding the interaction toward achieving some positive change in the helpee/client.**

Potential Elements of the performance

On written tests and assignments, and in class demonstrations and discussions, the CICE student, with the assistance of an IEA will:

- a) *Explain and apply to problem situations the theoretical concepts presented in the texts and lectures.*
- b) *Provide relevant structure to the helping interview: beginning, moving through developmental stages, ending.*
- c) *Identify helpee/client strengths and explain how to utilize these to assist the helpee/client.*
- d) *Determine the degree of trust in an interview.*

3. Perform ongoing self-assessment and holistic self-care to promote awareness and enhance professional competence.

Potential Elements of the performance

On written tests and assignments, and in class demonstrations and discussions, the CICE student, with the assistance of an IEA will:

- a) *Explain and demonstrate “centering” skills, and use these in emotionally-charged situations.*
- b) *Express and process their reactions to helpee/client situations, and discuss how their own reactions may affect the counselling process.*
- c) *Describe their personal program of self-care as it pertains to counselling work.*
- d) *Maintain professional boundaries with helpees/clients within class demonstrations*
- e) *Utilize formal and informal feedback and supervision.*
- f) *Establish and update professional goals to enhance counselling learning and practice.*
- g) *Apply organizational and time management skills (including but not limited to assignment completion by deadline, class participation and preparation, punctuality).*
- h) *Identify resources that could enhance counselling practice.*
- i) *Apply critical thinking skills to the counselling process*

4. Use technological tools appropriate and necessary to the performance of tasks.

Potential Elements of the Performance

- a) *Produce videotape and/or audiotape of interview.*
- b) *Review and evaluate videotape and/or audiotape of interview.*
- c) *Explain the ethics and legalities pertaining to use of videotape and/or audiotape in counselling practice.*
- d) *Assist client to complete “agreement to videotape and/or audiotape” forms (i.e. dealing with confidentiality)*
- e) *Use Internet to conduct research*
- f) *Use word processor to produce reports.*

5. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Potential Elements of the Performance

- a) *Identify tasks to be completed.*
- b) *Demonstrate behavioural correlates to equity and fairness in class situations..*
- c) *Contribute feedback in a professional manner.*
- d) *Encourage and receive feedback in a professional manner.*
- e) *Demonstrate respect for individual learning needs and styles.*

6. Take responsibility for their own actions and decisions.

Potential Elements of the Performance

- a) Review and assess counselling practice decisions.
- b) Reflect on the process and practices used.
- c) Identify own successes and reinforce and adapt to new situations.
- d) Identify own errors and make corrections.
- e) Account for how one's own values and beliefs affect actions and decisions.
- f) Explain and/or defend decisions made and actions taken, with regard for the priority of helpee/client needs.

III. REQUIRED RESOURCES TEXTS/MATERIALS:

- 1) Shebib, B. (2000). Choices: Practical interviewing and counselling skills. Toronto: Prentice-Hall.
- 2) Evans, D. R., Hearn, M. T., et al. (1998) Essential interviewing, Monterey, California: Brooks-Cole.

Also required: Each student must have access to a portable audio tape recorder and a blank audio cassette of good quality. The College has resources to help. Ask the professor.

IV. METHODOLOGY:

The CICE student will have the opportunity to view effective and ineffective counselling. Theoretical approaches to counselling will be presented and discussed.

The major thrust of the course will be on practicing basic helping skills. The CICE student will be expected to be prepared for each class (readings and exercises completed, skills practiced, etc.) Video and audio tape will be used to allow the student to recognize and analyze their improving skills. Role play may be used.

This class is not intended to be a therapy session for the CICE student. However, the student must be prepared to share of themselves, within the context of practice-helping sessions. The emphasis is on learning and demonstrating helping/counselling skills and theory. The professor will be rigid in adhering to this - this is a training program, not therapy (although personal gain may be achieved.)

V. COURSE FORMAT:

Two hours/week - entire class - includes some or all of: lecture, readings review, discussion, demonstration, role play.

One hour/week - intensive skill development and application of theory.

VI. EVALUATION PROCESS/GRADING SYSTEM:

- A. Participation and Skill Acquisition/Demonstration (25%)
- B. Tests: Mid-term (20%) and Final (25%) – Dates to be announced in class
- C. Submission of Audio Tape (20%) – Due Date to be announced in class

Length: 10 minutes.

Subject:

Tape to be done with anyone except CYW, NCW, or SSW student. The CICE student helper should endeavour to use the skills studied to date. Set-up and audibility of the tape is crucial and is the student's responsibility. Adherence to confidentiality is expected, and guaranteed from the professor – the CICE student counsellor must guarantee on tape his or her own adherence to confidentiality, and have this confirmed by the “client”. The “Permission Form” must be completed and submitted with the tape. The legal/ethical limitations to confidentiality will be reviewed in class.

Late tapes will not be accepted, unless due to a verified emergency. Tapes submitted without the name of the student will not be graded.

- D. Written Review of Tape (10%):

Due Date: - same date as the tape is due.

The CICE student is expected to review the first minute, a middle minute, and the final minute of his/her own tape. Following each of the three segments, write a paragraph or two describing what you, the helper, were trying to do in that segment, how you did or did not accomplish that and an alternative approach. Following the entire transcription, write a paragraph or two with your reactions to the overall tape at that point.

Sign and date your transcript and *ensure legibility*. Double Space! **Late submissions or papers submitted without the author's name will not be graded.**

Grading Summary:

Participation, skill acquisition, skill demonstration, etc., as per “A” above	25%
Mid-term Test	20%
Final Test	25%
Tape	20%
Written Review of Tape	10%
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	100%

ADDITIONAL NOTES:

1. Due to the focused and intimate nature of counselling training, if the CICE student arrives late, he/she may not be permitted entry to the class.
2. Cell phones, pagers and watches that “beep” must be de-activated or put on “vibrate mode” during class time. The CICE student may respond to a call or page after class ends.
3. The CICE student are expected to keep food out of the class.
4. The CICE student will be expected to behave and dress in a manner consistent with the standards of the profession—this will be further explained in class.
5. The content or proceedings of all in-class demonstrations, practice, and the tape assignment are considered confidential. The CICE student who violates this provision will be subject to strict application of the College’s discipline policy.

* **A note on spelling, punctuation and grammar:** These are **essential** to effective communication. Errors lead to confused and misleading communication - both written and oral [eg. “youse”, and “I seen”, and “should of”]. Grades **will be** deducted if communication (oral and written) is unclear for reasons of spelling, grammar and/or punctuation.

Tests cannot be rewritten in order to seek a higher grade. Tests may be rescheduled, at the instructor’s discretion, for **substantial (emergency) and substantiated** reasons. Other than emergency, advance notice of absence is required. Any rescheduling (and test writing) will be done prior to the next class after the test day. After that class, missed tests cannot be written. Students who miss a test **must** make rescheduling arrangements directly with the professor. This responsibility remains with the student. Note the testing policy.

Note: The CICE student may be assigned an “F” grade at Midterm for unsatisfactory performance.

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

VII. 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 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 postsecondary 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.

V111. 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.

1X. 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.

COMPENDIUM OF LEARNING ACTIVITIES FOR
COUNSELLING SKILL DEVELOPMENT
(the order may change)

1.0 A Foundation For Learning

Upon successful completion of this unit, the CICE student, along with the assistance of an Integrative Educational Assistant, will have the basic ability to:

- 1.1 Discuss the key concepts of counselling and interviewing;
- 1.2 Discuss cultural intentionality;
- 1.3 Describe the micro skill hierarchy;
- 1.4 List various alternate settings for the use of helping skills;
- 1.5 Discuss the teaching model of microskills;
- 1.6 Demonstrate the skill of “centering”.

2.0 Attending Behaviour: Basic To Communication

Upon successful completion of this unit, the CICE student, along with the assistance of an Integrative Educational Assistant, will have the basic ability to:

- 2.1 Describe attending behaviour skills and how they can be used to help you and your clients;
- 2.2 Assess your attending skills;
- 2.3 Observe and apply attending skills in an interview;
- 2.4 Discuss cultural differences in attending skills.

3.0 Questions: Opening Communication

Upon successful completion of this unit, the CICE student, along with the assistance of an Integrative Educational Assistant, will have the basic ability to:

- 3.1 Discuss how questions help you and your clients, and how they limit you and your client;
- 3.2 Describe concepts and functions of specific questioning skill;
- 3.3 Self assess current questioning skills;
- 3.4 Describe theoretical orientation to questions;
- 3.5 Take a personal stand and justify on theoretical issue to questions;
- 3.6 Apply questioning skills in an interview.

4.0 Client Observation Skills

Upon successful completion of this unit the CICE student, along with the assistance of an Integrative Educational Assistant, will have the basic ability to:

- 4.1 Identify verbal and non verbal behaviours and inequities among these behaviours;
- 4.2 List what a counsellor or interviewer should observe;
- 4.3 Understand the functions of skilled client observation;
- 4.4 Apply observation skills in an interview situation;
- 4.5 Self assess observation skills;
- 4.6 Describe and apply use of I statements;
- 4.7 Cultural differences in non verbal communications

COMPENDIUM OF LEARNING ACTIVITIES FOR

COUNSELLING SKILL DEVELOPMENT

(the order may change)

- 5.0 **Encouraging, Paraphrasing, And Summarizing - Hearing The Client Accurately**
Upon successful completion of this unit, the CICE student, along with the assistance of an Integrative Educational Assistant, will have the basic ability to:
- 5.1 Describe ideas of encouraging, paraphrasing and summarizing;
 - 5.2 Self assess active listening skills;
 - 5.3 Apply encouraging, paraphrasing, and summarizing in an interview;
 - 5.4 Contrast active listening to questioning techniques
- 6.0 **Noting And Reflecting Feelings: A Foundation Of Client Experience**
Upon successful completion of this unit, the CICE student, along with the assistance of an Integrative Educational Assistant, will have the basic ability to:
- 6.1 Describe central concepts of the Rogerian skill of reflection;
 - 6.2 Apply using reflection skills;
 - 6.3 Evaluate role of feelings and emotions in the interview;
 - 6.4 Evaluate multicultural/gender aspects exploring emotions;
 - 6.5 Apply and explore the interrelations of emotions and reflecting skills in an interview;
 - 6.6 Self asses feeling vocabulary
 - 6.7 Distinguish reflection of feeling from a paraphrase;
 - 6.8 Discover emotions underlying mixed feelings.
- 7.0 **Selecting And Structuring Skills To Meet Client Needs: How To Conduct A Complete Interview Using Only Listening Skills**
Upon successful completion of this unit, the CICE student, along with the assistance of an Integrative Educational Assistant, will have the basic ability to:
- 7.1 Discuss “positive asset search” and how it can frame client problems and concerns;
 - 7.2 Explore quality of responses and ideas of empathy;
 - 7.3 Describe the five stage structure of the interview;
 - 7.4 Practice integrating conceptual and behavioural concepts;
 - 7.5 Conduct an interview using only listening skills.
- 8.0 **Putting It All Together**
Upon successful completion of this unit, the CICE student, along with the assistance of an Integrative Educational Assistant, will have the basic ability to:
- 8.1 Construct a basic written analysis of an issue in counselling
 - 8.2 Develop and implement a tape and transcript of own interview style.

Applying this Compendium: These are objectives and guidelines for study and practice. The CICE student will work on those areas defined as needing development. Some objectives are time limited, while others appear repeatedly in the course. Additional learning not reflected here may occur.

TESTING POLICY

SCHOOL OF HUMAN SCIENCES AND TEACHER EDUCATION

Effective November 1, 1993

All students are responsible for completing assigned tests on the date scheduled either on the course outline or through notification by course Professor.

Should a student be unable to write a test on the date assigned, the following procedure must be followed:

1. Student must provide the Professor with advanced notice, in writing, of need to miss a test.
2. Student will require documentation to support the excused absence, ie:
 - Doctor's note
 - Notice of meeting
 Copies of all documentation will be kept on file.
3. All decisions regarding rescheduling of tests are at the discretion of the Professor.
4. Student is responsible to make arrangements, immediately upon their return to the College, with course Professor for make-up of missed test prior to next scheduled class for the course in question.
5. In the event of an emergency, on the day of the test, students will require documentation to support absence, and must call in to identify absence.
6. It is the Professor's discretion whether or not to return exams to the student.
Final exams will not be returned.

The College has a 24-hour Electronic Voice Mail System. 759-2554.

Failure to comply with this policy will result in a zero grade being recorded for the missed test.

Sault College 24-Hour Phone Number: 759-2554

Course	Professor	Office #	Extension #

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.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.