

I. COURSE DESCRIPTION:

This is a solution-focused course providing basic training and education in interviewing and counselling skills/practice/theory. The C.I.C.E. students can expect a strong emphasis in micro skills 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 social service worker must learn the skills and theory that enables and supports the client to achieve greater life satisfaction.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the C.I.C.E. student will, with the assistance of a Learning Specialist, demonstrate the 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
- recognize the difference between problem-solving & solution building philosophy and interviewing methodology

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 (give 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'

4. Utilize general counselling theory and solution building model.

Potential Elements of the Performance:

- describe stages of the helping relationship and the solution-building model
- 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 situation (non-voluntary clients, children, dyads, 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

III. TOPICS:

1. Background to helping – history, general theoretical orientation for social service work
2. General theory on the stages of the helping relationship.
3. Contrasting the ‘solution-building’ and problem-solving approach.
4. Micro skills of helping/interviewing/counselling.
5. Inviting the client.
6. Focusing the interview and moving it forward.
7. Feedback to clients.
8. Measuring progress
9. The involuntary client, working with children, dyads
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* (2nd Ed.). Toronto: Brooks-Cole (Wadsworth)
2. Video tape (VHS).

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments and their relative weights to the final grade:

1. Students will be responsible for the submission of a **videotape** of a helping interview. The interview may be done with anyone except a student in a human service program. 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.

The tape, the consent form, and the written assignment must be submitted as a package on the due date. Professor will not grade late assignments. Medical emergencies will be considered if supported by documentation and verified as an emergency. **Students must ensure that the videotape is set to the beginning of their interview. Students must ensure the audible/visual quality of their tape.**

Grade: 20%

Due Date: Thursday, March 16, 2006 (to be submitted at beginning of class)

2. Written self-assessment of tape: a brief paper in which the student assesses their own performance in the taped interview, as follows: what was positive and what needs improvement. Graded on depth and accuracy of analysis.

Grade: 15%

Due Date: Thursday, March 16, 2006 (to be submitted at beginning of class)

3. Tests will be administered at three intervals throughout the course. 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 (10%): Tuesday, February 14, 2006**

Test 2 (15%): Tuesday, March 21, 2006

Test 3 (15%): Tuesday, April 25, 2006

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 2% deduction for every class hour or part thereof that is missed. Students who fall below 70% 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.

Students are expected to videotape practice interviews as scheduled in class. Students are expected to view practice tapes as a class and provide constructive feedback regarding skill development in accordance with professor guidelines.

The grading for this section is **heavily weighted** toward acquisition and demonstration of skills. Attending class but not actively engaging in the assigned exercises and practice of skills does not meet the course expectations.

Grading:

Tape assignment: 20%

Written self-assessment of tape: 15%

Test #1: 10%

Test #2: 15%

Test #3: 15%

Participation and Skill Development: 25%

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.

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 counseling theory, skills and strategy. The professor will be rigorous in monitoring this. The course is intended to be a 'safe zone' for all students.
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 E1101 or call Extension 2703 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 the *Student Code of Conduct*. 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.

Students are expected to review, sign and adhere to a confidentiality and agreement statement. Professor will provide additional information in class.

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.

**Skill Acquisition, Demonstration of skills, and Participation
Grading Criteria**

ALL EXPECTATIONS MET

20-25 points

- Demonstrates excellent preparation for class: has read/completed assigned material and references this in class
- Participates consistently in role plays, class exercises, video exercises
- Consistently demonstrates ability to apply basic counselling and solution building skills effectively
- Contributes in a very significant way to ongoing discussions, keeps analysis focused responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Attends all scheduled classes and arrives on time

MOST EXPECTATIONS MET

15-19 points

- Demonstrates good preparation for class, knows some of the material
- Is prepared with questions and insights from course material
- Demonstrates ability to apply basic counselling/solution building skills
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Attends 80% of scheduled classes and arrives on time
- Consistent completion of requirements/expectations in a timely manner
- Demonstrates adequate level of self-understanding and commitment to personal and professional development

SOME EXPECTATIONS MET, SOME CONCERNS NOTED

10-14 points

- Demonstrates adequate preparation, knows basic material
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in some aspects of the course
- Demonstrates inconsistent ability to model skills learned in class
- Demonstrates a low level of self-understanding and may lack commitment to personal and professional development
- Occasionally disruptive, (involved in side discussions, difficulties staying focused or reading other material during class etc.)
- Attends below 70% of class

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED

0-9 points

- Demonstrates minimal preparation, lack of knowledge of material
- Body language has given the impression of disinterest in content of class
- Participates rarely or only when called on
- Demonstrates significant difficulties applying helping skills, interpersonal/communication skills limited
- Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- Attends class below the expectations, frequently arrives late or leaves early or engages in above noted behaviours while in class

Week/Date	Topic	Related Readings
January 5	Introduction/Review of Course Outline/Course style, expectations,	Course Outline Chapter 1
Week of January 9th	Problem-solving & solution focused approaches	Chapter 1 Supplementary Material
Week of January 16 th	Solution building basics and strengths-based approaches	Chapter 2 Supplementary material
Week of January 23rd	Skills for solution focused approach Basic Helping Skills Brief review for test next week	Chapter 2 & Chapter 3 Supplementary Material
Week of January 30 th	More on skills Discuss video room	Chapter 3 & Chapter 4
Week of Feb 6 th	<i>Students begin video-taping meetings and in-class role-plays</i> “Getting started”	Chapter 4
Week of Feb 13 th	Test # 1 scheduled Feb 14^h (Chapters 1, 2, 3)	
Week of Feb 20 th	Study Break	
Week of Feb 27	Amplify What clients wants/beginnings of goal formation and goal setting Exceptions/exploring clients strengths	Chapter 5 Chapter 6 Supplementary material
Week of March 6 th	“ “	Chapter 6 Supplementary material
Week of March 13 th	Feedback/complimenting	Chapter 7
Week of March 20 th	Test # 2 – scheduled Tuesday, March 21st (Chapters 4, 5, 6)	
Week of March 27 th	Later sessions-evaluating client progress/termination process	Chapter 8
Week of April 3 rd	Working with involuntary clients	Chapter 9
Week of April 10 th	Working with involuntary clients	Chapter 9
Week of April 17 th	Solution focused crisis interviewing Course wrap up/final evaluation discussions/test review	Chapter 10
Week of April 24 th	Test #3 scheduled on Tuesday, April 25th (Chapters 7, 8, 9)	

Please note that the above schedule is flexible depending upon the needs of the students and the professor’s discretion.

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.

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 CICE office 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.