

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: COUNSELLING SKILLS I

Code No.: HSC 200 (Previously: CCW 309-3)

Program: CHILD AND YOUTH WORKER

Semester: THIRD

Date: SEPTEMBER 1996 Previous Outline: SEPTEMBER 1995

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APPROVED: *H. P. ...* Date *July 5/96*
 Dean, School of Human Sciences and
 Teacher Education

TOTAL CREDITS: 3 LENGTH OF COURSE: 16 WKS
 PREREQUISITE: HSC103 TOTAL CREDIT HOUR: 48 HRS

***NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

COUNSELLING SKILLS I HSC 200 **Child and Youth Worker Program**

INSTRUCTOR: Jeffrey Arbus

PRE-REQUISITE: HSC 103 - Introduction to Human Relations
or specific permission of instructor

COURSE DESCRIPTION

This course is an introduction to helping and counselling competencies and process. It is designed to introduce the 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. The Child and Youth Worker section will demonstrate application of these skills to youth work.

LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

Upon successful completion of this course, the student will have demonstrated the ability to:

1. Develop and Maintain Therapeutic Relationships Which Promoted Growth and Development.

Elements of Performance

- a) Label, describe and use relevant helping skills to promote understanding and trust - such skills include, and are not limited to: eye contact, verbal following silence, questioning, reflecting, summarizing, communication of respect and empathy, non-verbal behaviour.
- b) Assess the behavioural and Psychosocial needs of a helpee/client.
- c) Demonstrate awareness of cultural, age-related, 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.

Elements of the Performance

On written tests and assignments, and in class demonstrations and discussions, the student will:

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

COUNSELLING SKILLS I HSC 200

Child and Youth Worker Program

3. Perform Ongoing Self-Assessment and Self-Care to Promote Awareness and Enhance Professional Competence.

Elements of Performance

On written tests and assignments, in class demonstrations and discussions, the student will:

- a. Explain and demonstrate "centering" skills, and use 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
- 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 which could enhance counselling practice

4. Use Technological Tools Appropriate and Necessary to the Performance of Tasks.

Elements of the Performance

- a. Produce videotape and/or audiotape or 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. Help client to complete "agreement to videotape and/or audiotape" forms (ie dealing with confidentiality)

5. Interact with Others in Groups or Teams in ways that Contribute to Effective Working Relationships and the Achievement of Goals

Elements of the Performance

- a. Identify tasks to be completed
- b. Treat other members of the group equitably and fairly
- c. Contribute feedback in a professional manner
- d. Encourage and receive feedback in a professional manner

6. Take Responsibility for their own Actions and Decisions

Elements of the Performance

- a. Review and assess counselling practice decisions
- b. Reflect on the processes and practices used
- c. Identify their own successes and reinforce and adapt to new situations
- d. Identify their 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

COUNSELLING SKILLS I HSC 200 **Child and Youth Worker Program**

III. LEARNING RESOURCES

Provided by the College: VTR resources
 LRC resources
 Handouts (as relevant)
 Articles related to the subject matter of the course (as relevant)

Provided by the student: Each student must obtain a copy of the following:

1. Egan, G. (1986) *The Skilled Helper*. Monterey, California: Brooks-Cole.
2. Evans, D.R., Hearn, M.T., et. al., 1993. *Essential Interviewing*. Monterey, California: Brooks-Cole
3. Moursand, J. (1993) *The Process of Counselling and Therapy*. Toronto: Prentice-Hall.

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

IV. METHODOLOGY

Students 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. Students 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 students to recognize and analyze their improving skills. Role play may be used.

This class is not a therapy session for students. However, students 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 instructor will be rigid in adhering to this - this is a training program, not therapy (although personal gain may be achieved.)

V. COURSE FORMAT (Tentative)

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

One hour/week - class divides into two sections, each of which meets one hour per week for intensive skill practice.

COUNSELLING SKILLS I HSC 200 Child and Youth Worker Program

VI. REQUIREMENTS FOR GRADING (All dates will be announced in the first class)

- a) Students will be responsible for submission of a video cassette tape of an actual helping session. The session may be done with anybody except a student in the CYW Program or in NCW or DSW or Correctional Worker Program. The purpose of the tape is for the students to demonstrate skills developed and discussed in the course. Length of tape: 10 minutes. Grades are deducted if the length is more than a minute or two over this limit - so manage your time (another counselling skill). Students unfamiliar with the use of video are expected to become familiar with this technology. Use your resources!!

REMEMBER: PUT YOUR NAME ON THE CASSETTE BEFORE YOU SUBMIT IT.

Tapes submitted on time will be eligible for full grading consideration. Late tapes may have a grading deduction applied. Tapes submitted more than three working days late will not be accepted

Further details will be provided in class. Note: The "client" will not be identified (back to the camera).

- b) Tests will be on material in the texts and on material studied in class. There will be a mid-term and final term test.
- c) **Journal Article Summary:** A 2-3 page (**typed**) summary of an article from a professional journal or periodical. Article **must** be on counselling. Full reference must be provided, at the head of the summary - APA format precisely. Summary to contain an introduction, a body, and a conclusion. About ½ of the paper is the actual summary of the article. The other half is your discussion - reactions - implications, etc. Date will be announced in first class. Answer the questions: "How did reading this article make you a better counsellor or better prepare you for the counselling role?"
- d) As noted above (under methodology), requirements include a high degree of class participation from the students. Due to the nature of practica and videotaping, punctuality is an absolute must. Readings, etc. must be thoroughly completed on time, as assigned. This is **each student's responsibility**. Attendance is crucial (90% minimum for students who qualify for an "A" grade; 85% for those who qualify for a "B"; 80% for those who qualify for a "C" ie. passing grade*). Students must be in attendance in order to practice and demonstrate skills. You can be evaluated only if you are here!

Students must be prepared in each class to demonstrate their acquired helping skills. The instructor is responsible for grading the student's progress, and cannot do so if skills are not seen. Students will receive formal and informal feedback and supervision in the class. (**HINT:** you will be more effective if you relax. If you are nervous about being observed, let's talk about it - it can be overcome.) If any part of the experiential component of this course makes you uncomfortable, talk with the instructor. If you do not want this learning experience, you may prefer to drop this course.

Various assignments must be completed on time if they are to be considered in grading.

*Attendance percentages are guidelines. Missing class is detrimental to all participants. The instructor considers attendance and punctuality to be indicative of commitment. Grades may be reduced if non-attendance exceeds the guidelines. If this concerns you please speak with the instructor.

COUNSELLING SKILLS I HSC 200 Child and Youth Worker Program

VII. GRADING SYSTEM

Journal Article Summary	10%
Test #1	20%
Test #2	25%
Final Tape	20%
Involvement and Skill Development ([e] above)	25%
Total	<hr/> 100%

A letter grade will be assigned for the final tape assignment. At the end of the course the instructor will calculate the final grade. Students will have the opportunity to self-evaluate, and this will be taken into account by the instructor.

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.

Generally, the grades will translate as follows:

- 90 -100% = A+
- 80 - 89% = A
- 70 - 79% = B
- 60 - 69% = C
- below 60% = R (the student must then repeat the course)

The "X" grade will be assigned in the event of incomplete requirements, provided the reasons for this are substantial and justifiable, in the instructor's opinion.

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 for absence on test day. Any rescheduling (and test writing) **will** be done prior to the next class after the missed test. After that class missed tests cannot be written. Students who miss a test must make rescheduling arrangements directly and immediately with the instructor. Be forewarned - the instructor may be difficult to contact. The responsibility remains with the student. Further to this, the instructor may be contacted at home only in the event of an emergency - be sure you know what constitutes an emergency!

SPECIAL NOTES

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

**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 student will be able to:

- 1.1 define the key concepts of counselling and interviewing;
- 1.2 outline cultural intentionality;
- 1.3 describe the micro skill hierarchy;
- 1.4 list the alternate settings for the use of helping skills;
- 1.5 describe 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 student will be able to:

- 2.1 define 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 define cultural differences in attending skills

3.0 QUESTIONS; OPENING COMMUNICATION

Upon successful completion of this unit the student will be able to:

- 3.1 define how questions help you and your clients, and how they limit you and your client;
- 3.2 describe concepts and functions of specific questioning skills;
- 3.3 self assess current questioning skills;
- 3.4 define 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 student will be able to:

- 4.1 define verbal and non verbal behaviours and inequities among these behaviors;
- 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 define and apply use of I statements;
- 4.7 cultural differences in non verbal communications

5.0 ENCOURAGING, PARAPHRASING, AND SUMMARIZING - HEARING THE CLIENT ACCURATELY

Upon successful completion of this unit the student will be able to:

- 5.1 define 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 student will be able to:

- 6.1 define 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 assess feeling vocabulary;
- 6.7 distinguish reflection of feeling from a paraphrase;
- 6.8 discover and identify 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 this unit the student will be able to:

- 7.1 define "positive asset search" and how it can frame client problems and concerns;
- 7.2 explore quality of responses and ideas of empathy;
- 7.3 define 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 student will be able to:

- 8.1 construct a 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. Each student will work on those areas defined as needing development. Some objectives are time limited, while others appear repeatedly in the course. Additional learnings not reflected here may occur.