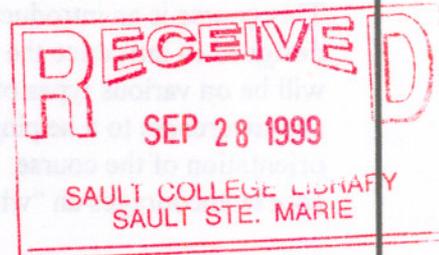


**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

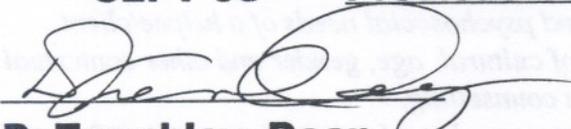
Course Title: COUNSELLING SKILLS I

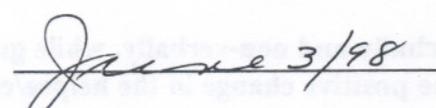
Code No.: HSC200 Semester: THREE

Program: CHILD AND YOUTH WORKER

Author: JEFFREY ARBUS, CCW, BA, MA

Date: SEPT 98 Previous Outline Date: SEPT 97

**Approved: 
D. Tremblay, Dean
Health, Human Sciences and Teacher Ed.**

Date: 

**Total Credits: 3 Prerequisite(s): HSC103
Length of Course: 15 Total Credit Hours: 45**

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I. 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. Application of these skills will be a focus of the course. The course encourages an "wholistic view" of the "client".

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

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

Learning Outcomes:

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, 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, 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 student 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) *Evaluate the degree of trust built an interview.*
- 3. Perform ongoing self-assessment and wholistic 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 student 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.*
- 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.*
- 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) *Treat other members of the work team with equity and fairness.*
- 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:

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

Learning Resources provided by the student: Each student must obtain a copy of the following:

- 1) Egan, G. (1988) The Skilled Helper, Monterey, California: Brooks-Cole.
- 2) Evans, D. R., Hearn, M. T., et al. (1998) 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 audio tape recorder and a blank audio cassette of good quality. The College has resources to help. Ask the professor.

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.)

Students arriving late may not be permitted entry to certain segments of this class.

V. COURSE FORMAT

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 development and application of theory.

VI. EVALUATION PROCESS/GRADING SYSTEM:

(All dates will be announced in the first class)

- a) Students will be responsible for submission of a audio cassette tape of an actual helping session. The session may be done with anybody except a student in the Child and Youth Worker program or in the Native Community Worker or Developmental Services Worker 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 two minutes over or under this limit - so manage your time (another counselling skill). Students unfamiliar with the use of audio 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 will 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:** Confidentiality will be adhered to. A written self-evaluation must accompany the cassette. Details to be given in class.

- 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 paged (*typed*) summary of an article from a professional journal or periodical. Article *must* be on counselling. Full reference must be provided, at the top 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. Include an answer to this question: "How did reading this article make you a better counsellor or better prepare you for the counselling role?" Internet sources must be verified with the course professor
- 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" , i.e. 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.

There will be a self-evaluation to assist the grading for this section.

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

Demonstration of respect is expected at all times.

* 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.

GRADING SYSTEM

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

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 in accordance with the College Guidelines:

A+	Consistently Outstanding	90 - 100%
A	Outstanding Achievement	80 - 89%
B	Consistently Above Average Achievement	70 - 79%
C	Satisfactory or Acceptable Achievement	60 - 69%
R	Repeat - Student has not achieved the objectives of the course and the course must be repeated	Less than 60%
CR	Credit Exemption	
X	A temporary grade, limited to situations with extenuating circumstances giving a student additional time to complete course requirements, provided the reasons are substantial and justifiable, <u>in the</u> instructor's opinion.	

Note: Students may be assigned an "R" grade at Midterm for unsatisfactory performance.

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 absence on test day. After that class, missed tests cannot be written. Students who miss a test **must** make rescheduling arrangements directly with the instructor. This 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!

VII. SPECIAL NOTES:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 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 gaining advanced standing at other post-secondary institutions.

**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 skill;
- 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 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 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 asses 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 of 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.