

I. COURSE DESCRIPTION:

This course is an introduction to helping and counselling competencies and processes. It is designed to introduce the student to the techniques of the helping interview. Emphasis is on strength-based approaches, hands-on skill development, and the implications of self-awareness to a helping interview. Extensive practice will occur to reinforce the skill orientation of the course.

II. 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 that 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, attention to 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 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) Determine the degree of trust in an interview.*

3. Perform ongoing self-assessment and 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 personal reactions to helpee/client situations, and discuss how one's own reactions may affect the counselling process*
- c) Describe a 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 audio recording of interview*
- b) Review and evaluate audio recording of interview*
- c) Explain the ethics and legalities pertaining to use of audio and/or video recordings in counselling practice*
- d) Assist client to complete Agreement to Audio Recording forms dealing with confidentiality)*
- e) Use LMS to communicate with faculty, submit assignments and access learning materials as appropriate*

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 one's 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. (Current Ed). Choices: Practical Interviewing and Counselling skills. Toronto: Prentice-Hall.

Also required:

Each student is responsible for the production and submission of an audio recorded interview. The submission must be of good quality and accessible by the Professor through the College Learning Management System (D2L). 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 are expected to come to class well prepared and ready to engage. Role play may be used on occasion, but the majority of practice will focus on real life circumstances.

This class is not intended to be 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.

V. **COURSE FORMAT:**

Two hours/week includes some or all of: lecture, review of readings, discussion, demonstration, role play, group practice circles

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

V1. **EVALUATION PROCESS/GRADING SYSTEM:**

- A. Skill Acquisition/Demonstration **(30%)**
- B. Tests: Mid-term **(20%)** and Final **(20%)** – Dates to be announced in class
- C. Submission of Audio Recorded Interview **(20%)**
SEE INSTRUCTIONS, DUE DATE AND RUBRIC ON D2L

Length: 10 – 12 minutes.

Subject:

The interview can be done with anyone **except** a current CYC, SSWN or SSW student. The student helper should endeavour to use the skills studied to date. Setup and audibility of the recording is crucial and is the student's responsibility. Adherence to confidentiality is expected, and guaranteed from the professor - the student counsellor must guarantee **on the recording** his or her own adherence to confidentiality, and have this confirmed by the "client". The Permission Form must be completed and submitted with the recording. The legal/ethical limitations to confidentiality will be reviewed in class. (See Grading Criteria and Permission Form Attached)

Late audio recordings will not be accepted, unless due to a verified emergency.

- D. Written Review/Analysis of Audio Recording **(10%)**:

Each student is expected to select and analyze three specific moments or helper statements drawn from the completed interview.

***SEE SPECIFIC GUIDELINES, DUE DATE AND RUBRIC ON D2L**

Grading Summary:

Skill acquisition and Demonstration	30%
Mid-term Test	20%
Final Test	20%
Audio Recording of Interview	20%
Written Review/Analysis of Audio Recorded Interview	10%
	100%

ADDITIONAL NOTES:

1. Due to the focused and intimate nature of counselling training, students arriving late will not be permitted entry to the 'practice hour' component of the course
2. Cell phones must be de-activated or put on "vibrate mode" during class time. Students may respond to a call or text after class ends. Text messaging is not permitted at any time during class
3. Students are expected to keep food and drink out of the practice hour
4. Students 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 audio recording assignment are considered confidential. Students who violate this provision will be subject to strict application of the College's discipline policy.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Failure)	49% 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 & 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.

V11. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. ***As stated earlier, once the classroom door has been closed on the 'practice hour' component of the course, late arrivers will not be granted admission to the room.***

All courses in the Child and Youth Care program follow the Fatal Error Policy, including APA standards for all assignments submitted. This policy will be discussed in class and posted on D2L.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal and D2L form part of this course outline.

PERMISSION FOR AUDIO RECORDING

PROGRAM: CHILD & YOUTH CARE
COURSE: COUNSELLING 1(CYC202)

I, _____ have agreed to act as a

subject for (volunteer participant acting as client) a student-led counselling skills demonstration interview. The project in which I am participating is a requirement of the above noted course. I will be interviewed by

_____.

(student interviewer)

I am aware that this interview will be audio recorded.

I am aware that the interview is confidential (within the limits of relevant law and/or professional ethics) and will only be heard by my student interviewer and the course professor. The course professor will review the audio recording in order to evaluate the student interviewer's performance and then it will be permanently deleted. The student interviewer's signature on this form confirms the use of the audio recording and its subsequent erasure.

In signing this form I am agreeing to the above conditions for my participation in the project.

Dated: _____

Signed:

(Signature of volunteer participant acting as client)

(Signature of parent or legal guardian if participant is under age 16)

(Signature of student interviewer)