

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: COUNSELLING SKILLS

CODE NO.: HSC200 SEMESTER: FOUR

PROGRAM: DEVELOPMENTAL SERVICES WORKER PROGRAM

AUTHOR: ED FINN 759-2554 Ext. 467 E2203

DATE: JANUARY 1997 PREVIOUS OUTLINE: JAN./96

NEW: _____

REVISED: X

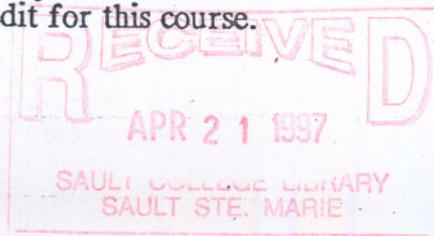
APPROVED:

Rose for D Tremblay
D. Tremblay, DEAN, School of
Human Sciences and Teacher
Education

Jan 6/97
Date

****NOTE:**

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



COURSE OUTLINE - HSC200 (COUNSELLING SKILLS)
DSW (PROFESSOR: ED FINN)

PRE-REQUISITE: CCW 127-3 Introduction to Human Relations or equivalent as approved by instructor

NATURE OF COURSE:

This course is an introduction to "helping" and counselling skills. It is designed to introduce the student to the qualities and methods necessary for effectiveness in the counselling process. Two areas of emphasis will be: 1) the holistic approach to individualizing the counselling process with clients, and their parents/teachers/social workers/etc., and 2) identifying and examining the personal qualities of good and poor "helpers". While the counselling skills presented are generic in nature, the focus will be on the role of the Developmental Service Worker.

GOALS AND OBJECTIVES:

The two keys to the helping process have been identified as the "helper" as a person and his or her skills. The goals of this course concentrate on the "helper's" task of becoming a more aware and effective person, and the precise skills required to realize the desired counselling outcomes.

Expected outcomes include:

1. List the basic helper skills and the key coping skills for self-management.
2. List the behavioral characteristics of helpers.
3. Describe the relationship between helper interview style and helper lifestyle.
4. Discuss the ethical and legal implications in the helping professions (eg. client confidentiality).
5. List the dimensions of a helping relationship.
6. Demonstrate the ability to initiate, maintain, and terminate a helping relationship leading to specific goals.
7. List the main clusters of skills for promoting awareness of understanding self and environment and apply these skills after practice and peer feedback.

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8. Describe the strategies for coping with stress and crisis.
9. List the principles for the referral of clients.
10. Describe the steps in a goal-setting, problem-solving, decision-making model of helping (the behavioral approach to changing specific behavior)
11. Examine and contrast various counselling theories.
12. Identify and develop own unique theory based on personal characteristics and style of personal and professional self-renewal.

REQUIRED TEXT:

Brammer, L.M. (1988). The Helping Relationship: Process and Skills.
6th ed., Toronto: Prentice-Hall.

METHODOLOGY:

This course will be presented through a variety of learning experiences which may include: lecture, discussion, role-play, audio and video viewing or production, field trips, guest speakers, student presentations...

EVALUATION METHODS:

Midterm Test	25%
Final Test	25%
Learning Journals	25%
Project	25%
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	100%

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COLLEGE GRADING SYSTEM:

A+ = 90-100%
A = 80-89
B = 70-79
C = 60-69
R = 0-59

SPECIAL NEEDS NOTES:

Students with special needs (eg. physical limitations, learning disabilities...) are encouraged to discuss required accommodations confidentially with the instructor and the Special Needs Office.

LEARNING JOURNALS (Worth 25%) Due Dates: #1 _____
(Ongoing) #2 _____

A learning journal will be kept by each student and handed in on the two assigned due dates. The number of journal assignments will be determined throughout the semester (approx. 10-15). A journal will be expected for each guest speaker, film, or field trip, and other journals will be assigned as appropriate topics and issues arise throughout the course.

Although journal styles vary considerably, a typical, acceptable learning journal for this course:

- is 1 to 3 pages
- identifies the topic (speaker, field trip location...)
- clarifies briefly what was said, done, seen... that sparked the learning, and
- explains in detail the learning that takes place.

Learning is defined as "a relatively permanent change in thought or behaviour". In this case it refers to the "Ah's" that occur when a new or greater understanding is experienced. It may be something a speaker says, for example, or it may be new information presented in a film. It may be one incident of learning or several.

The focus is on the learning--what did you learn?--about yourself, people in general, your sister, your friend, your past..., so stating "He said this..." and "He said that..." is not acceptable if it is simply an account of what happened. You must identify how you think or behave differently because of it.

The following is an excerpt of a learning journal for example purposes:

When John Smith told the class that "Misery is optional" and then went on to explain why, I learned that I choose how I feel about a situation based on how I think about it. It's up to me to choose how I think about it and therefore my emotional response to it. Others don't control how I feel--I do. If someone is mean to me, for example, I may choose to feel hurt or angry or I may choose to ignore or forgive based on considering the source of the meanness. I didn't realize I had this choice. This has given me a greater sense of control over my own emotional makeup.

Note: Mastery learning will be used for evaluation.

PROJECT - DISCUSSION PAPER (Worth 25%) Due Date: Apr. 17/97

This project will be completed in four stages:

- Stage 1. Brainstorming (in groups of 10).
- Stage 2. Clarifying brainstormed issues (in groups of 5).
- Stage 3. Discussion of issues (in pairs).
- Stage 4. Individual discussion papers based on the results of stages 1, 2 and 3.

Note: Mastery learning will be used in evaluating this assignment. If the work is assessed as acceptable, you will be given full marks. If it is not assessed as acceptable, it will be returned to you with revision suggestions. You will then re-submit the marked original with revisions on separate pages.

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MIDTERM TEST (Chp. 1/2/3)

Date: (TBA)

Multiple Choice format.

FINAL EXAM/ESSAY-Chp. 4/5/6/7 (Worth 25%) Due Date: Mar. 20/97

"Helpers need a guiding theory to help them make sense of the complex helping process. ...they need some frame of reference for gaining perspectives on their work and improving their services." (Brammer, p.147).

"The data from research studies and the observation of students in practice reveal the impressive effectiveness of numerous styles and approaches." (Brammer, p.149).

PART I: WHAT IS YOUR UNIQUE THEORY, BASED ON PERSONAL CHARACTERISTICS AND STYLE OF PERSONAL AND PROFESSIONAL SELF-RENEWAL?

- How has it developed/changed/matured/expanded as a result of the wealth of learning experiences you have been offered in the form of the text, films, speakers, visits, discussions and sharing...?
- How does it resemble or differ from the various counselling theories you are now familiar with (described in chapter 7, for example)?
- According to Brammer, a theory should be a rationale for what one does in the name of helping. It should include basic assumptions of how people learn and change their behaviour (a philosophical dimension). It should have some element of how personality is put together (a structural dimension), how it develops (a developmental dimension), and how activity is generated (a process dimension).

As you think about your own theory of helpfulness, consider the questions suggested by Brammer on pages 149 and 150.

FINAL EXAM/ESSAY-Chp. 4/5/6/7

PART II: DESCRIBE AND ANALYZE YOUR PERSONAL SUPPORT SYSTEM AND RECONSTRUCT IT AS DESIRED, USING THE STEPS LISTED ON PAGE 119 AS A GUIDELINE.

Chapter 5 presented the characteristics and skills required to help others face and deal with stress conditions and crises and to provide relief from psychological suffering. One of these skills is facilitating the linkage to a support system that may provide encouragement, love, and security, and "reality checks" on expectations of others and honest feedback on one's own behaviour.

Who provides encouragement, love, and security for you? Who provides your "reality checks"? These are needs inherent in your chosen field. Dr. Saul Gordon asks, "Who is counselling the counsellor?"

FINAL EXAM/ESSAY-Chp. 4/5/6/7

PART III: ON THE DETERMINED DUE DATE, PRIOR TO HANDING IN YOUR COMPLETED ESSAY, YOU WILL WORK IN TRIADS TO SHARE YOUR UNIQUE THEORIES WITH AT LEAST TWO CLASSMATES.

- A value is:
1. Chosen freely (after considering alternatives).
 2. Cherished (you feel good about it).
 3. Admitted publicly (you are not embarrassed or ashamed of it).
 4. Acted on (in that it affects your behaviours).

Assuming you have constructed your unique theory (1) by choosing freely from many styles and theories, (2) that you feel comfortable with or good about it, and (4) that your counselling techniques will reflect your own theory, we conclude with (3) admitting it publicly.