

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: Counselling Skills

CODE NO.: HSC 200

SEMESTER: Three

PROGRAM: Corrections

AUTHOR: Brian Rawn

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NEW: X

REVISED:

APPROVED:

Kitty DeRosario
Kitty DeRosario, Dean
Human Sciences & Teacher ED

June, 1994
Date

PRE-REQUISITE : HSC 103

Nature of Course:

This course is an introduction to helping and counselling competencies. 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 skills orientation of the course. The application of counselling skills in formal and informal settings will be stressed, in keeping with the role of the Correctional Worker.

Student Learning Outcomes:

The primary goal of this course is to introduce the student to the basic counselling competencies and techniques of the helping interview.

1. Develop systematic skills in clarifying client communication and in responding accurately and sensitively, on a cognitive, affective and physical level.
2. Responding to client needs and goal planning with clients.
3. Develop self awareness and understanding in the counsellor.
4. Develop an ability to analyse and evaluate interviews and counsellor performance.
5. Further an understanding of ethical and legal implications in helping and counselling.
6. Increase self confidence and ability to think clearly in emotionally - charged situations.
7. Learn to recognize and identify client strengths and resources and also areas of concern and lack of resources.
8. Consider Multicultural and Gender issues in counselling practice.

LEARNING RESOURCES:

Each student must obtain a copy of the following:

Ivey, Allen E., Intentional Interviewing and Counselling 3rd ed.
Published by Brooks / Cole

Evans, D.R., Essential Interviewing 4th ed.
Published by Brooks / Cole

Each student must have access to a portable audio tape recorder and two blank audio cassettes of good quality.

Course Requirements:

Participation As this course will be highly experiential with practice exercises attendance will be critical. Please inform the course instructor if you miss a class or intend to miss a class.

2. **The weekly homework assignments** are important to keep instructors in touch with you.

3. **Papers and tapes** The mid term paper provides an opportunity to learn how to evaluate an interview transcript. The final paper is more important as it provides you with the opportunity to examine your interviewing work in some detail. Please type all papers. Please include your cassettes of your interviews with your papers.

4. **Examinations** There will be a mid term. The Exam will be a combination of short answer and objective questions.

5. **Weighting**

Class participation	20%
Homework	20%
Paper #1	10%
Midterm	20%
Final Paper	30%

6. **Grading criteria**

A+	90-100
A	80-89
B	70-79
C	60-69
R	repeat

7. **Academic difficulties** Students with special needs are encouraged to discuss required accommodations with the instructor.

8. **Late Paper Policy** There will be no extensions unless cleared ahead of time with the instructor.

CONFIDENTIALITY AND ETHICS INFORMATION

In this course, you are entering an experience which involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something important and confidential. It is your duty to maintain confidentiality and trust. Papers that do not disguise the nature of the individual with whom you are talking will not be accepted. Papers which do not indicate that you have permission of the client to turn in this paper even though the identity is disguised will not be accepted.

When audio- or video taping a session with role playing or a real client, be sure you have permission on tape for that interview to proceed. When you present a typescript, be sure the identity of the client is disguised and indicate you have permission to use the material.

For Your Own Consideration in Your Role Plays as a Client: You have the right to share only of yourself that you want to talk about. If you find yourself not wishing to engage in experiential exercises, you may prefer to drop the course. This course, by its very nature, is experientially orientated.

LEARNING ACTIVITIES

1.0 TOWARDS INTENTIONAL INTERVIEWING AND COUNSELLING

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 construct a two page written analysis on a ethical issue relating to interviewing and counselling
- 1.7 audiotape yourself in an interview to determine natural style

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 self assess your attending skills
- 2.3 observe and apply attending skills
- 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
- 3.2 describe concepts and functions of specific questioning skills
- 3.3 self assess current questioning skills
- 3.4 define theoretical orientations to questions
- 3.5 take a personal stand and justify on theoretical issue to questions
- 3.6 apply questioning skills

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
- 4.5 self assess observation skills
- 4.6 define and apply use of I statements and paraphrasing
- 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
- 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
- 6.2 evaluate role of feelings and emotions in the interview
- 6.3 evaluate multicultural / gender aspects exploring emotions
- 6.4 apply and explore the interrelations of emotions and reflecting skills
- 6.5 self assess feeling vocabulary
- 6.6 distinguish reflection of feeling from a paraphrase
- 6.7 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 behavioral concepts
- 7.5 conduct an interview using only listening skills

8.0 CONFRONTATION AND DEVELOPMENT

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

- 8.1 define the use of confrontation and its relation to developmental theory
- 8.2 outline new applications of Ivey's developmental therapy paradigm
- 8.3 evaluate and apply the skill of confrontation to promote client change
- 8.4 examine the Confrontation Impact Scale as a framework for evaluating the impact of confrontation
- 8.5 relate the parallels between Kubler-Ross , CIS, and Piagetian equilibration theory
- 8.6 define the integration of conflict resolution and mediation concepts with the five stage interview
- 8.7 apply interview skills using confrontation theory

9.0 FOCUSING: TUNING IN WITH CLIENTS AND DIRECTING CONVERSATIONAL FLOW

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

- 9.1 define the skill of focusing
- 9.2 examine and identify the role of focusing in case problem analysis
- 9.3 apply each aspect of focusing
- 9.4 list different types of focusing
- 9.5 construct alternative focus statements
- 9.6 plan an assessment
- 9.7 complete a genogram

10.0 ELICITING AND REFLECTING MEANING: HELPING CLIENTS EXPLORE VALUES AND BELIEFS

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

- 10.1 define reflection of meaning**
- 10.1 define distinctions between reflecting and paraphrasing and reflecting of feeling**
- 10.2 define dereflection**
- 10.3 apply reflecting meaning skills**
- 10.4 write three probes that will elicit reflecting of meaning**

11.0 INFLUENCING SKILLS AND STRATEGIES: TAKING ACTION FOR CLIENT BENEFIT

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

- 11.1 summarize the nine skills of interpersonal influence**
- 11.2 list specific ways to assess client cognitive / emotional levels**
- 11.3 apply influencing skills and strategies**
- 11.4 self assess preferred style of helping**

12.0 PUTTING IT ALL TOGETHER

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

- 12. develop and implement a tape and transcript of own interview style**