

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: OFFENDER COUNSELLING

CODE NO.: CJS 324-4

SEMESTER: III

PROGRAM: CORRECTIONAL WORKER - DIPLOMA

AUTHOR: J. E. JONES

DATE: MAY, 1996 PREVIOUS OUTLINE DATED: SEPTEMBER, 1995

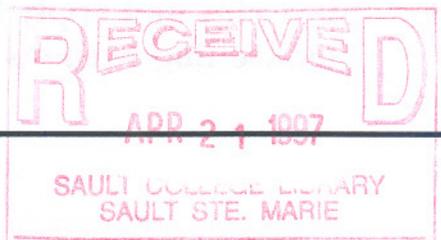
APPROVED: *H. DePasaris*
DEAN

May 29/96
DATE

TOTAL CREDITS 4

PREREQUISITE(S): HSC 103 INTRO TO HUMAN RELATIONS

LENGTH OF COURSE: 3 HOURS PER WEEK TOTAL CREDIT HOURS: 45



I. COURSE DESCRIPTION:

This course is an introduction to helping and counselling competencies. It is designed to introduce the students 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date. In general, this course addresses generic outcomes in communication, interpersonal skills and analytical skills.)

A: LEARNING OUTCOME

- 1. List and describe the process of interviewing and counselling**
- 2. List, describe and apply attending skills to interviews and counselling sessions**
- 3. List, describe and apply questioning skills to interviews and counselling sessions**
- 4. List, describe and apply observation skills to interviews and counselling sessions**
- 5. Describe and apply summarizing, paraphrasing and encouraging skills to interviews and counselling sessions**
- 6. Describe and apply reflecting skills to interviews and counselling sessions**
- 7. Describe and apply listening skills to interviews and counselling sessions**
- 8. Describe and apply confrontation skills to interviews and counselling sessions**
- 9. Describe and apply focussing skills to interviews and counselling sessions**

- 10. Describe and apply reflection, meaning and interpretation skills to interviews and counselling sessions**
- 11. Describe and apply influencing skills and strategies to interviews and counselling sessions**
- 12. Integrate and apply the knowledge and skills of interviewing and counselling**

B. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

Upon successful completion of this course the student will demonstrate the ability to:

1) List and describe the process of interviewing and counselling

Potential Elements of the Performance:

- compare and contrast counselling and interviewing processes**
- describe the concept of cultural intentionality**
- list and describe the micro skill hierarchy**
- list alternative setting for counselling and interviewing sessions**
- list and describe the teaching model of micro skills**
- complete an audio tape interview to determine natural style**

2) List, describe and apply attending skills to interviews and counselling sessions

Potential Elements of the Performance:

- list, define and describe the uses of attending behavioural skills**
- complete a self assessment of personal attending skills**
- observe and apply attending skills to a role play**
- define and apply cultural differences to attending skills applications**

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued)**

3) List, describe and apply questioning skills to interviews and counselling sessions

Potential Elements of the Performance:

- **define the purpose and use of questions**
- **describe concepts and functions of specific questioning skills**
- **complete a self assessment of questioning skills**
- **identify and apply questioning skills to a role play**

4) List, describe and apply observation skills to interviews and counselling sessions

Potential Elements of the Performance:

- **define non-verbal and verbal behaviours**
- **explain the inequities between non-verbal and verbal behaviours**
- **identify cultural differences in non-verbal and verbal behaviours**
- **list the specific items to be observed**
- **understand the functions of observation**
- **complete a self assessment of observation skills**
- **apply observation skills to a role play**

5) Describe and apply summarizing, paraphrasing and encouraging skills to interviews and counselling sessions

Potential Elements of the Performance:

- **define the terms of, encouraging, paraphrasing and summarizing in relation to interviewing and counselling**
- **contrast active listening and questioning techniques**
- **complete a self assessment of summarizing, paraphrasing and encouraging skills**
- **apply summarizing, paraphrasing and encouraging skills to a role play**

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued)**

6) Describe and apply reflecting skills to interviews and counselling sessions

Potential Elements of the Performance:

- list and define the concept of the Rogerian reflection skills
- evaluate the role of feelings and emotions in interviewing and counselling
- evaluate multi-cultural/gender aspects of exploring emotions
- distinguish reflection of feeling from paraphrasing
- discover and identify emotions underlying mixed feelings
- complete a self assessment of feeling and reflection skills
- apply feelings and reflection skills to a role play

7) Describe and apply listening skills to interviews and counselling sessions

Potential Elements of the Performance:

- define positive asset search and how it frames client problems and concerns
- explore quality of responses and ideas of empathy
- list and define the five stage structure of an interview
- practice integrated conceptual and behavioural concepts
- complete a self assessment of listening skills
- apply listening skills to a role play

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued)

8) Describe and apply confrontation skills to interviews and counselling sessions

Potential Elements of the Performance:

- **define the use of confrontation and its relationship to developmental theory**
- **understand the Confrontation Impact Scale**
- **evaluate the impact of confrontation using the Confrontation Impact Scale**
- **describe and utilize a ten step confrontation model**
- **complete a self assessment of confrontation skills**
- **apply confrontation skills to a role play**

9) Describe and apply focussing skills to interviews and counselling sessions

Potential Elements of the Performance:

- **define the skill of focussing**
- **examine and identify the role of focussing in case problem analysis**
- **list and describe the types of focussing**
- **construct alternative focus statements**
- **complete a plan of assessment for a case problem**
- **complete a self assessment of focussing skills**
- **apply focussing skills to a role play**

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued)**10) Describe and apply reflection, meaning and interpretation skills to interviews and counselling sessions**

Potential Elements of the Performance:

- define reflection of meaning
- define the distinction between reflecting and paraphrasing and reflection of feeling
- write probes that will elicit reflection of meaning
- complete a self assessment of reflection, meaning and interpretation skills
- apply reflection, meaning and interpretation skills to a role play

11) Describe and apply influencing skills and strategies to interviews and counselling sessions

Potential Elements of the Performance:

- list and define the nine skills of interpersonal influence
- list specific methods to assess offender cognitive/emotional levels
- complete a self assessment of influencing skills
- apply influencing skills to a role play

12) Integrate and apply the knowledge and skills of interviewing and counselling

Potential Elements of the Performance:

- develop and produce a tape and transcript of an interview
- describe and discuss the appropriate application of techniques to interviews and counselling sessions
- describe and discuss the application of skills to offenders and various correctional settings

III. TOPICS:

- 1) Introduction to Interviewing and Counselling**
- 2) Basics of Interviewing and Counselling**
- 3) Advanced skills/concepts of Interviewing and Counselling**
- 4) Skill integration for Interviewing and Counselling**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Ivey, Allen E., Intentional Interviewing and Counselling, 3rd Edition, Brooks/Cole Publishing Company

Blank VHS Tape

Blank Audio Cassette Tape and Tape Recorder

V. EVALUATION PROCESS/GRADING SYSTEM

The concept of "outcome based learning" has been incorporated into this course and your evaluation. This implies that the student **must demonstrate proficiency (be evaluated and pass the take-home assignments)**. As a skill based course, the student **must have 80% attendance to be eligible for a passing grade.**

A final grade will be derived from:

- | | |
|------------------------------|----------|
| - Test #1 (chapters 1 to 6) | 25 marks |
| - Test #2 (chapters 7 to 11) | 25 marks |
| - Audio tape assignment | 15 marks |
| - Video tape assignment | 25 marks |
| - Critique assignment | 10 marks |

COLLEGE GRADING POLICY:

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

VI. SPECIAL NOTES:

- **Special Needs**
If you are a student with special needs (eg. 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 acquiring advanced standing at other post-secondary institutions.
- Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.
- Under exceptional circumstances, such as documented illness, and at the discretion of the instructor, students may make arrangements to write missed tests or exams. The Instructor **must** be notified prior to the test or exam.
- Handouts and marking guides will be provided by the instructor.
- Rewrites of tests and exams are not allowed in this course.
- Late assignments **will not be accepted** for marking.
- This course meets the College Standards and Accreditation Council Standards for the Correctional Worker Program in the following areas:
 - Professional (1.1, 1.2., 1.3, 1.6, 1.9)
 - Counselling (3.1, 3.2, 3.5, 3.7, 3.10)
 - Supervision (4.1, 4.2)
 - Crisis Prevention (5.1, 5.2)
 - Theoretical (7.1, 7.2)

VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

- Written test covering all of the learning outcomes
- Take-home assignments

OR

- Certified employment within a Correctional environment
- Certified Training courses that meet the course objectives