

**DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION  
University of Guelph**

**FRHD \*3400  
COMMUNICATION & COUNSELLING SKILLS**

**Winter 2014  
COURSE OUTLINE**

**INSTRUCTOR:** Gabrielle Pitt, RECE, RSW, PhD Candidate  
**E-MAIL:** [gpitt@uoguelph.ca](mailto:gpitt@uoguelph.ca)  
**OFFICE HOURS:** TBD

**GTAs:** Jennifer Dupuis                      Jessica Sandhu  
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**CLASSES:**                      Mondays and Wednesdays  
   4.30pm to 5.20pm  
   (Weekly Seminars – See Webadvisor)

**PREREQUISITE(S):**              4.50 credits including (FRHD\*1020 or FRHD\*1100)

#### **CALENDAR DESCRIPTION**

The focus of this course is the enhancement and development of communication and counselling skills. The course explores a number of theoretical frameworks related to interviewing individuals within the context of family, and interpersonal relationships. Students will engage in the demonstration of the skills presented as well as a process of self-reflection related to the course material.

#### **COURSE OBJECTIVES**

By the end of the semester students will be able to:

- Identify and classify interviewing skills.
- Perform basic competence of intentional interviewing and counselling skills.
- Use a range of theoretical approaches that can be drawn upon when observing or interviewing individuals, family members or other social supports.
- Apply theoretical ideas and concepts to “real world” scenarios and everyday life.
- Describe the potential impacts of race, class, gender, ability and ethnicity on the lives of people as well as on the development of the client-professional relationship.
- Demonstrate self-reflection and self-awareness in reflective journal writing exercises.

**COURSE ORGANIZATION:**

The organization of this course will be reflective of the Academic Planning Committee's proposal for a shift from teacher centeredness to "learner-centeredness" – placing greater responsibility for learning on the learner (i.e.: student). Class assignments are designed with this in mind. This course is divided into two parts, the lecture portion and the skill lab portion. If you should miss a lecture or skill lab you will be missing a building block for the next class.

**SKILL LAB:**

The Skill lab provides an opportunity to become aware of natural helping ability and to practice and develop new skills. As such, **it is an essential and required part of the course.** Students are expected to attend each skill lab unless prior notification is given to the Teaching Assistant.

**REQUIRED TEXT:**

Ivey, Allen E., Ivey, Mary B., & Zalaquett, Carlos, P. (2014). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (8<sup>th</sup> Edition). Belmont, CA: Brooks/Cole. ISBN 1285065352.

Available on reserve & as ebook through  
<http://www.nelsonbrain.com/shop/search/9781285065359>

**LEARNING ACTIVITIES AND EVALUATION:**

\*Descriptions of assignment on course link site

Assignment	Percentage Weight
Integration Papers <ul style="list-style-type: none"> <li>5 personal reflections to hand in worth 1% each + an additional final integration paper worth 5%</li> </ul>	10%
Skill Lab Participation <ul style="list-style-type: none"> <li>The Skill Lab grade is determined by the quality of student participation.</li> </ul>	10%
Conducting a Helping Interview Proposal <ul style="list-style-type: none"> <li>Initial plan for interview assignment and signed informed consent</li> </ul>	2%
Conducting a Helping Interview Part 1 <ul style="list-style-type: none"> <li>Transcription and interpretation of taped interview</li> </ul>	28%
Conducting a Helping Interview Part 2 <ul style="list-style-type: none"> <li>Self-reflection and discussion of alternative statements and their possible influence on interview</li> </ul>	20%
Final Examination: <ul style="list-style-type: none"> <li>Multiple choice exam covering all course material (readings &amp; lectures)</li> </ul>	30%
Total	100%

**IMPORTANT:**

- Please keep your entire graded assignments until all marks have been finalized.

**COURSE SCHEDULE (subject to change, see courselink site for notices of changes)**

Week	Topic	Reading	Labs	Important Dates
Week of January 6 <sup>th</sup>	Skilled Interviewing: Common Factors	Text: Chapter 1	Skill Lab 1	
Week of January 13 <sup>th</sup>	Ethics, Diversity & Personal Wellness	Text: Chapter 2	Skill Lab 2	Integration Paper #1 Submitted to Courselink Dropbox by 11:59 pm Friday January 17 <sup>th</sup>
Week of January 20 <sup>th</sup>	Attending Behaviour, Observation Skills and Person-Centred Ideas	Text: Chapters 3 & 4 and page 398	Skill Lab 3	Integration Paper #2 Submitted to Courselink Dropbox by 11:59 pm Friday January 24 <sup>th</sup>
Week of January 27 <sup>th</sup>	Questions and Solution-Focused Ideas	Text: Chapter 5	Skill Lab 4	Helping Interview Proposal Submitted to Courselink Dropbox by 11:59 pm Friday January 31 <sup>st</sup>
Week of February 3 <sup>rd</sup>	Encouraging, Paraphrasing and Summarizing	Text: Chapter 6	Skill Lab 5	Integration Paper #3 Submitted to Courselink Dropbox by 11:59 pm Friday February 7 <sup>th</sup>
Week of February 10 <sup>th</sup>	Observing and Reflecting Feelings	Text: Chapter 7 & 4	Skill Lab 6	Helping Interview Part One Submitted to TA during seminar February 14 <sup>th</sup> **Students with Tuesday Seminars – see NOTE below
Week of February 17 <sup>th</sup>	Reading Week			
Week of February 24 <sup>th</sup>	Basic Listening Sequence	Text: Chapter 8	*No Skill Lab	Integration Paper #4 Submitted to Courselink Dropbox by 11:59 pm Friday February 28 <sup>th</sup>
Week of March 3 <sup>rd</sup>	Focusing Skills and Family Therapy	Text: Chapter 9	Skill Lab 7	Integration Paper #5 Submitted to Courselink Dropbox by 11:59 pm Friday March 7 <sup>th</sup>
Week of March 10 <sup>th</sup>	Challenging and Cognitive Behavioural Ideas	Text: Chapter 10 & 15	Final Skill Lab 8	
Week of March 17 <sup>th</sup>	Meaning and Interpretation Narrative Ideas	Text: Chapter 11		Helping Interview Part Two Submitted to Courselink Dropbox by 5:00 pm March 21 <sup>st</sup> Include electronic version of Part One
Week of March 24 <sup>th</sup>	Self-Disclosure, Feedback and Logical Consequences	Text: Chapter 12 & 13		Final Integration Paper # 6 Submitted to Submitted to Courselink Dropbox by 11:59 pm Friday March 7 <sup>th</sup>
Week of March 31 <sup>st</sup>	Theories and Review	Text: Chapter 15		
<b>Final Exam</b>	2014/04/08 02:30PM - 04:30PM Room TBA			

**IMPORTANT:**

\*\*Students with seminars on Tuesday can submit Helping Interview Part One on Friday February 14<sup>th</sup> directly to a TA at one of the Friday seminars.

**COURSELINK (D2L):**

A course website supports the teaching and learning activities for this course. All information pertaining to the course will be updated regularly on CourseLink. Please ensure that you log in throughout the semester to check announcements, obtain copies of course outlines, instructions for assignments and course notes. The first 5 integration papers must be handed in through the drop box and all grades for assignments will be posted on CourseLink. Additionally, there will be a *Course Questions Discussion Forum* to encourage collaborative learning.

**CORRESPONDENCE:**

All email directed to the professor or TAs must come from an official University of Guelph email address. Emails will be answered between Monday and Friday only, and you will receive a response within 48 hours if your email is sent from a uoguelph.ca address. You will not receive a response if your email is sent from a Hotmail or similar web-based account.

**Please do not email with questions regarding course content, those must be posted in the *Course Questions Discussion Forum* on D2L. TAs have been instructed not to answer any individual emails regarding course material.**

**PERSONAL DISCLOSURE:**

Learning is enhanced by exploring the interface between personal & professional experience and academic study (theory, and research). Students are encouraged to explore this interface and should only reveal as little or as much information as s/he is comfortable sharing with faculty, teaching assistants and fellow students.

*The evaluation of student performance is not dependent upon student disclosure of personal information.*

**SAFE LEARNING ENVIRONMENT:**

To create a safe learning environment (in class, in seminars, and online) students are required to show tolerance for the viewpoints of others. Any abuse, attacks, acts of ridicule, profane language, harassment, etc. will not be tolerated.

**WHEN YOU CANNOT MEET COURSE REQUIREMENTS:**

When you find yourself unable to meet a course requirement due to illness or compassionate reasons, please advise the course instructor **in writing**, with name and e-mail contact. Where possible, this should be done before the missed work or event, but otherwise, soon after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor will request it.

## ADAPTATIONS OR ACCOMMODATIONS

Students who need course adaptations or accommodations because of disability or who have emergency medical information to share, please speak to me during the first two weeks of class to ensure that reasonable accommodations can be made. It is your responsibility to make me aware of these needs, and to take any steps that may be required on your part in order to achieve reasonable accommodation. The Centre for Students with Disabilities is an excellent resource.

<https://www.uoguelph.ca/csd/>

## MEETING DEADLINES

- It is the student's responsibility to meet all deadlines.
- If a student finds that he/she is unable to meet course requirements due to illness or compassionate reasons, the student must notify the professor in writing (email) *at least one calendar day before* the original due date (day and time) of the assignment.
- Appropriate documentation of a student's inability to meet that in-course requirement is necessary (for example – signed doctor's note saying why the student could not complete the assignment).
- Extensions may be granted for exceptional reasons deemed acceptable by the professor (for example – medical or compassionate grounds).
- Extension requests will not be granted beyond one week, except in compelling circumstances.
- A student can only receive **one** extension during the course.
- Extensions will **not** be granted on the basis of heavy workload.

## LATE ASSIGNMENTS

- Assignments that are not submitted by the original *due date and time* will be considered late
- If a student cannot submit an assignment on time, he/she must take responsibility to contact the professor *at least one calendar day* before the original due date/time of the assignment to make arrangements for submitting the assignment. If arrangements are not made with the instructor prior to the due date, the student will receive a grade of "0."
- Late assignments will receive the following late penalty:  
A penalty of **2% per day** will be deducted from the percentage weight of the respective assignment, to a maximum of 7 calendar days, including weekends.  
*For example: if the assignment is weighted at 30%, after 1 day the student will receive a 2 % deduction from the final grade the student receives on the assignment (If the student received a grade of 24% / 30%, the revised grade including late penalty will be 24% - 2% = 22%). After 5 days the assignment would receive a 10 % late penalty and the maximum grade for the assignment following penalty would be 20% (30% - 10% = 20%).*
- Assignments without an authorized extension will not be accepted more than seven days following the original due date and time and will receive a grade of "0".

## REFERENCING

All assignments submitted must follow APA 6<sup>th</sup> Edition for style, formatting and referencing.

[http://www.lib.uoguelph.ca/assistance/writing\\_services/resources/components/documents/apa.pdf](http://www.lib.uoguelph.ca/assistance/writing_services/resources/components/documents/apa.pdf)

## **ACADEMIC INTEGRITY**

Academic Integrity is an expectation in the course. It is the student's responsibility to present their *own original* work, and to represent the work of others following the APA 6<sup>th</sup> Edition. Students are encouraged to refer to the University of Guelph's Tutorial on Academic Integrity at <http://www.academicintegrity.uoguelph.ca/>

## **ACADEMIC MISCONDUCT**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Academic misconduct as seen by engaging in the following will not be tolerated. It is your responsibility to follow rules pertaining to academic misconduct found at: [http://www.uoguelph.ca/undergrad\\_calendar/c08/c08-amisconduct.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-amisconduct.shtml)

## **DEFINED GRADING STANDARDS FOR THE UNIVERSITY OF GUELPH**

This course uses the standards as articulated below in the awarding of grades.

### **80 - 100 (A) Excellent.**

An outstanding performance in which the student demonstrates a *superior* grasp of the subject matter, and an ability *to go beyond* the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

### **70 - 79 (B) Good.**

A more than adequate performance in which the student demonstrates a *thorough grasp* of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a *good understanding* of the relevant issues and a familiarity with the appropriate literature and techniques.

**60 - 69 (C) Acceptable.**

An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

**50 - 59 (D) Minimally Acceptable.**

A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are *only partially* successful. The student displays *some understanding* of the relevant issues, and some familiarity with the appropriate literature and techniques.

**0 - 49 (F) Fail.** An inadequate performance.