

**UNIVERSITY OF GUELPH  
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION  
FRHD\*3400 01 COMMUNICATION & COUNSELLING SKILLS  
COURSE OUTLINE WINTER 2018**

**Class Time:** Mondays & Wednesdays 2:30pm-3:20pm, THRN room 1307

**Final Exam:** Tuesday, April 17, 2017, 14:30-16:30

*It is your responsibility to ensure that you do not have an exam conflict.*

**Professor:** Dr. Tuuli Kukkonen, C.Psych.  
MINS 237  
519-824-4120 x53345  
Kukkonen@uoguelph.ca

**Office Hours:** Wednesdays 1:00pm-2:00pm or by appointment

---

TA	Section	Day/Time	Room
Samantha O'Leary	0101	MON 15:30-16:20	MACS 301
Solear01@uoguelph.ca	0102	TUES 11:30-12:20	MACS 301
Meaghan Johnson	0103	FRI 11:30-12:20	MINS 101
Mjohns44@uoguelph.ca	0104	FRI 8:30-9:20	MACS 301

**Course 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 is “learner-centred” – placing greater responsibility or learning on the learner (i.e.: student) than in more traditional classrooms. 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. (2018). *Intentional Interviewing and Counseling (9<sup>th</sup> Edition)*. Belmont, CA: Brooks/Cole.

**Learning Activities and Evaluation**

Assignment	Weight
<b>Midterm Exam</b> Multiple choice examination on readings and lecture material	<b>20%</b>
<b>Skill Lab Participation</b> The skill lab grade is determined by the quality of student participation. This includes attending all 8 skills labs and actively participating in each one. Students are required to fill out a self-assessment of participation following the final skill lab that will be used in the determination of their participation grade.	<b>10%</b>
<b>Conducting a Helping Interview (a three-part assignment)</b> <ol style="list-style-type: none"> <li><b>1. Conducting a Helping Interview Proposal: 2%</b> Initial plan for interview assignment and signed informed consent</li> <li><b>2. Conducting a Helping Interview Part 1: 22%</b> Transcription and interpretation of recorded interview</li> <li><b>3. Conducting a Helping Interview Part 2: 16%</b> Reflection and discussion of alternative statements and their possible influence on interview</li> </ol>	<b>40%</b>
<b>Final Examination covering all lectures and readings throughout the semester (2 parts):</b> <ol style="list-style-type: none"> <li>1. Multiple choice questions 20%</li> <li>2. Essay exam question 10%</li> </ol>	<b>30%</b>
<b>TOTAL</b>	<b>100%</b>

**Courselink:** 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. All assignments must be handed in through the drop box. All grades for this course 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 non-university account. **Please do not email with questions regarding course content, those must be posted in the *Course Questions Discussion Forum* on courselink. TAs have been instructed not to answer any personal 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 they are comfortable sharing with faculty, teaching assistants and fellow students. ***The evaluation of student performance is not dependent upon student disclosure of personal information.***

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

### **Student Responsibilities:**

**Meeting Deadlines:** It is the student's responsibility to meet all deadlines. Extensions may be granted for exceptional reasons deemed acceptable by the professor if requested and granted **at least one calendar day** before the due date. A 3% deduction of the total mark for the assignment will be automatically applied if work is submitted past the due date hour. An additional 1% will be deducted for each day late, including weekends. **Extension requests will not be granted beyond one week, except in compelling circumstances.**

**Assignments without an authorised extension will not be accepted more than seven days after the due date.**

**Academic Integrity:** It is the student's responsibility to ensure that assignments are completed according to the instructions provided by the Instructor. Failure to do so may result in the assignment being rejected or docked marks. Students are also responsible to ensure that they meet University standards for Academic Integrity. Please refer to the following web site on Academic Integrity:

<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.

Please see the Academic Misconduct section of the Undergraduate Degree Regulations and Procedures in the 2017-2018 University of Guelph Undergraduate Calendar.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

**Accessibility:** The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible. Students who need course adaptations or accommodations because of disability, or who have emergency medical information to share, should speak to the instructor during the first

two weeks of class to ensure that reasonable accommodations can be made. It is your responsibility to make the instructor aware of these needs, and to take any steps that may be required on your part in order to achieve reasonable accommodation. Student accessibility services <https://wellness.uoguelph.ca/accessibility/> is an excellent resource.

### **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 of you.

**FRHD 3400-COURSE SCHEDULE WINTER 2018**

This outline is a tentative schedule. The schedule may change based on the pace that we cover material. All attempts will be made, however, to follow this schedule.

	<b>Monday/ Wednesday</b>	<b>Topic</b>	<b>Reading</b>	<b>Labs</b>	<b>Important Due Dates- see CourseLink for assignment details</b>
1	<b>Jan 8 &amp; 10</b>	Skilled Interviewing Common Factors	Ch. 1	<b>No Skill Lab</b>	
2	<b>Jan 15 &amp; 17</b>	Ethics, Diversity & Personal Wellness	Ch. 2	Skill Lab	
3	<b>Jan 22 &amp; 24</b>	Attending Behaviour and Person Centred ideas	Ch. 3	Skill Lab	<b>Helping Interview Proposal due online by Friday, January 26<sup>th</sup> at 5pm.</b>
4	<b>Jan 29 &amp; 31</b>	Questions Solution Focussed Ideas	Ch. 5	Skill Lab	
5	<b>Feb 5 &amp; 7</b>	Encouraging	Ch. 6	Skill Lab	
6	<b>Feb 12 &amp; 14</b>	Paraphrasing and summarizing Observation skills	Ch. 4	<b>No Skill Lab</b>	<b>Helping Interview part I submitted online in Dropbox by Friday, February 16<sup>th</sup> at 5pm.</b>
7	<b>Feb 19 &amp; 21 Reading Week- No Classes</b>				
8	<b>Feb 26 &amp; 28</b>	Reflecting Feelings <b>MIDTERM</b>	Ch. 7	Skill Lab	<b>Midterm Wednesday, February 28<sup>th</sup> in class</b>
9	<b>Mar 5 &amp; 7</b>	Basic Listening Sequence	Ch. 8	Skill Lab	Assignments returned by March 9
10	<b>Mar 12 &amp; 14</b>	Focusing the Session Family Therapy	Ch. 9	Skill Lab	
11	<b>Mar 19 &amp; 21</b>	Confrontation and challenging CBT	Ch. 10 + Pgs 330- 340	Last Skill Lab	<b>Helping interview part II submitted online in Dropbox by Friday, March 23<sup>rd</sup> at 5pm.</b>
12	<b>Mar 26 &amp; 28</b>	Meaning and Interpretation Narrative Ideas	Ch. 11		<b>Skill lab self-assessment due in Dropbox by Friday, March 30<sup>th</sup> at 5pm</b>
13	<b>Apr 2 &amp; 4</b>	Self-Disclosure, Feedback & Logical Consequences	Ch. 12		
<b>*** Tuesday, April 17 14:30-16:30 *** Location TBA</b>					