

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

**FRHD *3400 02
COMMUNICATION & COUNSELLING SKILLS**

**Winter 2018
COURSE OUTLINE**

INSTRUCTOR: Gabrielle Pitt, PhD (SW/Med)
RECE, MSW, RSW

E-MAIL: gpitt@uoguelph.ca

PHONE OFFICE: Please email the instructor to arrange a telephone call
MACS 324

OFFICE HOURS: Mondays between 5:00 – 6:00 pm
*By Appointment Only

CLASS MEETING TIMES AND LOCATIONS
Lectures: Mondays, 07:00PM - 08:50PM, THRN, Room 1307

Seminars

TA	Section	Date/Time	Location
Meaghan Johnson	0205	Fri 09:30AM - 10:20AM	MACS, Room 301
Samantha O’Leary	0206	Tues 02:30PM - 03:20PM	MINS, Room 128
Samantha O’Leary	0207	Tues 12:30PM - 01:20PM	MACS, Room 301
Mahdiyeh Isfahani	0208	Fri 02:30PM - 03:20PM	MACS, Room 301

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.

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

RESTRICTION(S): This is a Priority Access Course. Enrolment may be restricted to particular programs or specializations or semester levels during certain periods. Please see departmental website for more information.

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: Facilitating Client Development in a Multicultural Society* (9th Edition). Belmont, CA: Brooks/Cole.

LEARNING ACTIVITIES AND EVALUATION:***Description of Helping Interview Assignment is available on CourseLink site**

Assignment	Percentage Weight
Midterm Exam <ul style="list-style-type: none">• Multiple choice examination on readings and lecture material	20%
Skill Lab Participation <ul style="list-style-type: none">• 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.	10%
Conducting a Helping Interview (a three part assignment) <ol style="list-style-type: none">1. Conducting a Helping Interview Proposal: 2%<ul style="list-style-type: none">• Initial plan for interview assignment and signed informed consent2. Conducting a Helping Interview Part 1: 22%<ul style="list-style-type: none">• Transcription and interpretation of recorded interview3. Conducting a Helping Interview Part 2: 16%<ul style="list-style-type: none">• Reflection and discussion of alternative statements and their possible influence on interview	40%
Final Examination covering all lectures and readings throughout the semester (2 parts): <ul style="list-style-type: none">• Multiple choice questions 20%• Essay exam question 10%	30%
Total	100%

COURSE SCHEDULE (subject to change, see CourseLink for notices of changes)

Week	Topic	Reading	Labs	Important Dates
Week of January 8 th	Skilled Interviewing: Common Factors	Text: Chapter 1	No Skill Lab	
Week of January 15 th	Ethics, Diversity & Personal Wellness	Text: Chapter 2	Skill Lab 1	
Week of January 22 nd	Attending Behaviour, Person-Centred Ideas	Text: Chapters 3	Skill Lab 2	Helping Interview Proposal due online by Friday, January 26 th at 5pm.
Week of January 29 th	Questions and Solution-Focused Ideas	Text: Chapter 5	Skill Lab 3	
Week of February 5 th	Encouraging	Text: Chapter 6	Skill Lab 4	
Week of February 12 th	Paraphrasing and Summarizing Observing Skills	Text: Chapter 4	No Skill Lab	Helping Interview Part One submitted online in Dropbox by Friday, February 16 th at 5pm.
Week of February 19 th	Reading Week			
Week of February 26 th	Reflecting Feelings MIDTERM	Text: Chapter 7	Skill Lab 5	Midterm February 26 th
Week of March 5 th	Basic Listening Sequence	Text: Chapter 8	Skill Lab 6	Assignments returned by March 9
Week of March 12 th	Focusing Skills and Family Therapy	Text: Chapter 9	Skill Lab 7	
Week of March 19 th	Confrontation and challenging CBT	Text: Chapter 10 & Pgs. 330-340	Final Skill Lab 8	Helping interview part II submitted online in Dropbox by Friday, March 23 rd at 5pm.
Week of March 26 th	Meaning and Interpretation Narrative Ideas	Text: Chapter 11		Skill lab self-assessment due in Dropbox by Friday, March 30 th at 5pm
Week of April 2 nd	Self-Disclosure, Feedback and Logical Consequences	Text: Chapter 12		
Final Exam	Tues April 17, 2018 (2018/04/17) 14:30-16:30 pm *** Location TBA			

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 online quizzes will be completed through Courselink and 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 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.

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.

STUDENT RESPONSIBILITIES

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 Professor **via email**. 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.

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 via email **at least one calendar day before** the original due date (day and time) of the assignment. Extensions may be granted for exceptional reasons deemed acceptable by the Professor. Extension requests will not be granted beyond one week, except in compelling circumstances.

Late assignments:

- Assignments that are not submitted by the original **due date and time without authorised extensions** will be considered late
- Late assignments will receive the following late penalty:
 - 3% of the total mark for the assignment if submitted late on the due date. 1% for each additional day after the due date, to a maximum of 7 calendar days, including weekends.
- **Assignments without an authorized extension will not be accepted more than seven days following the original due date and time.**

REFERENCING

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