



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3400 Communication and Counseling Skills COURSE OUTLINE – Fall 2025

1. CALENDAR DESCRIPTION

This course is an examination and analysis of the theories and methods of communication as applied within the processes of family counseling and consultation.

Credit Weight: 0.5 credits

Course Hours: 3-0 (24 lecture; 8 lab/seminar)

Pre-Requisite(s): 4.00 credits including one of
[ANTH*1150](#), [FRHD*1010](#), [FRHD*1020](#), [FRHD*1100](#), [PSYC*1000](#), [SOC*1100](#))

Co-Requisites(s):

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.

2. 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.

3. TIMETABLE

Lecture:

Seminars: (NOTE: CONFIRM YOUR SECTION LOCATION AND TIME ON WEB ADVISOR)

Section 101

Section 102

Section 103

Section 104

Section 105

Section 106

4. INSTRUCTIONAL SUPPORT

Course Instructor: Natalie Evans, PhD, MA Counselling Psychology, RP
Email: natevans@uoguelph.ca
Telephone: 519-824-4120 ext.
Office: TBA (once I know, it will be posted into CourseLink)
Office Hours: by appointment

Teaching Assistant: Ingrid Dusper (2 seminars; idusper@uoguelph.ca), Betul Asdemir (2 seminars; basdemir@uoguelph.ca), Sophia Clark (2 seminars; sclark30@uoguelph.ca)

5. LEARNING RESOURCES

Required Resource(s):

Harms, Louise & Pierce, Joanna. (2020). Working with People: Interviewing and assessment skills for human service and social work practice (Second Canadian Edition). Oxford University Press.

Ivy, A. E., Ivy, M. B., & Zalaquett, C. (2015). Essentials of Intentional Interviewing: Counselling in a Multicultural World. Cengage. **. **This book is available online through the University of Guelph Library**

Cost of Harms & Pierce Textbook:

The MSRP of the print version is \$125.99 and the eText access options and pricing are as follows:

180 days - \$53.99
1 year - \$62.30
Lifetime - \$83.06

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Identify and classify interviewing skills;
2. Demonstrate basic competence in and knowledge of intentional interviewing and counselling skills;
3. Describe a range of theoretical approaches and draw upon these when observing or interviewing individuals, family members or other social supports;
4. Apply theoretical ideas and concepts to “real world” scenarios and everyday life;
5. 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;
6. Demonstrate self-reflection and self-awareness in reflective and analytic written work

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1 Sept. 8/10	Introduction to Skilled Interviewing: Cultural & Practice Values, Facilitating Change, Common Factors	Chapter 1: Working Towards Change Chapter 2: Understanding Communication and Change	No skill labs this week
2 Sept. 15/17	Ethics, Diversity, Anti-Oppressive Practice Safe and Effective Use of Self	Chapter 3: Diversity in Communication Chapter 4: Preparing for Practice (read only up to Box 4.5) Chapter 5: Sustaining Yourself in Practice (read only up to Box 5.5)	Skill Lab #1
3 Sept. 22/24	Engagement, Attending, & Listening Person-Centred Approach	Chapter 6: Establishing a Good Working Relationship Chapter 3 from Ivy (available online from U of G Library): Attending, Empathy, and Observation Skills	Skill Lab #2 Helping Interview Proposal due Friday, September 26
4 Sept. 29/Oct. 1	Questions Solution-Focused Approach	Chapter 7: Establishing the Story Chapter 13: Narrative and Solution-Focused Skills (read only one section: Core Skills of Solution-Focused Practice) Chapter 4 from Ivy (available online from U of G Library): Questions	Skill Lab #3

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
5 Oct. 6/8	Reflecting Skills Part 1 (Reflecting Content) Paraphrasing and Summarizing	Chapter 8: Paraphrasing and Summarizing	Skill Lab #4
6 Oct. 15	No class Monday, October 13	No class Monday, October 13	No skill labs this week No class Monday, October 13 Midterm, Wed. Oct. 15th in class
7 Oct. 20/22	Focusing the Interview: Motivational Interviewing & Goal Setting	Chapter 8 from Ivy (available online from U of G Library): Focusing the Interview Chapter 7 from Ivy (available online from U of G Library): How to Conduct a Five-Stage Counselling Session Using Only Listening Skills	Skill Lab #5 Helping Interview Part 1 due Friday, October 24
8 Oct. 27/29	Observing & Listening Empathy Reflecting Skills Part 2 (Reflecting Feelings)	Chapter 6 from Ivy (available online from U of G Library): Observing and Reflecting Feelings	Skill Lab #6

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
9 Nov. 3/5	Empathic Confrontation & Challenging Narrative Approach	Chapter 9 from Ivy (available online from U of G Library): Empathic Confrontation Chapter 13: Narrative and Solution-Focused Skills (read only until “Core Skills of Solution Focused Practice” and “Strengths and Limitations of Narrative Skills” at end of chapter)	Skill Lab #7 Helping Interview Part 2 due Friday Nov. 7
10 Nov. 10/12	Reflection Skills Part 3 (Reflecting Meaning) Interpretation and Reframing	Chapter 10 from Ivy (available online from the U of G Library): Reflection of Meaning and Interpretation/Reframing	Skill Lab #8 Participation Self-Evaluation due Monday Nov. 17
11 Nov. 17/19	Feminist and Critical Perspectives Decolonizing Interviewing, Counselling, and Communication Skills No class Nov. 17 th . Extra credit assignment option provided.	Chapter 14: Feminist and Critical Theory Skills	No skill labs this week No class Nov. 17 th . Extra credit assignment option provided.
12 Nov. 24/26	Bringing it all Together Final Exam Preparation No class Nov. 28	No required reading No class Nov. 28	No skill labs this week No class Nov. 28

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Midterm Exam – multiple choice on readings and lecture material to date	1, 2, 3, 4, 5	Wed., Oct. 15 In class	25%
Skill Lab Participation - 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.	2, 4, 6	Nov. 17, 2025	10%
Conducting a Helping Interview (a three part assignment)			
1. Conducting a Helping Interview Proposal: 2% Initial plan for interview assignment and signed informed consent		Sept. 26, 2025	
2. Conducting a Helping Interview Part 1: 22% Transcription and interpretation of recorded interview	2, 3, 4, 5, 6	Oct. 24, 2025	40%
3. Conducting a Helping Interview Part 2: 16% Reflection and discussion of alternative statements and their possible influence on interview		Nov. 7, 2025	
Final Exam – multiple choice on readings and lecture material since the midterm	1, 2, 3, 4, 5	Tues., Dec. 2 nd , 2025; 7-9pm	25%
Total:			100%

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Organization:

The organization of this course is “learner-centred” – placing greater responsibility for fully engaged learning (active engagement with the instructor and others in real time) on the student than in other more traditional or asynchronous courses. Course assignments are designed with this in mind. The course is divided into two parts, twice weekly in-person lectures and weekly synchronous seminars/skill labs.

Communication and counselling skills are applied skills requiring interactive learning and practice. If you should miss a lecture or seminar/skill lab you will be missing a key building block for the next step in course learning. Although unexpected emergencies and/or illness occur, the most effective learning of communication and counselling skills comes with real-time listening and engagement in both lectures and seminars. You are expected to prepare by completing readings prior to each week’s lecture & seminars. Summary lecture notes will be posted after class for your review. Students who miss class will, in this way, have access to all the lecture material they need for the midterm and final. (in other words, try not to panic if you have to miss class! The material will be shared with you). Given their design and the course content (e.g., active participation from students without microphones and cameras, group work and practice), seminars and lectures will NOT be recorded.

Seminars/Skill Labs (terms used interchangeably):

The Skill Labs provide opportunities to become aware of your natural helping ability and to practice and develop new skills. As such, these comprise an essential and required part of the course.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be used on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

If you choose to submit your individual assignments to the Dropbox tool late, you will have the opportunity to take an extra week to complete and submit the assignment for a 10% penalty. If you think you can earn a better grade by taking some extra time, do it. You don’t need to email the professor or your TA. Submit your assignment to the drop box on the course website within one week of the due date. The penalty is 10% total (not 10% per day).

Assignments between one and two weeks late will have a 25% late penalty. Papers received two weeks after the deadline up to the last day of classes will receive a 50% penalty. Assignments will not be accepted after the last day of classes.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade

during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Other Supports:

Please consider taking advantage of the supports at Learning and Writing Services.

Appointments for Writing Support

- Services at all stages in the writing process (from brainstorming to completed drafts) to build skills and create action plans
- Specialized consultations for English language learners

[Appointments](#) are available online and in-person. Questions? Email writing@uoguelph.ca

Appointments for Studying, Time Management, and Presentation Skills

- Strategies for creating a study plan, managing a heavy courseload, and reducing procrastination
- New approaches to note-taking and studying for exams
- Opportunities to practice your presentations and receive feedback

[Appointments](#) are available online and in-person. Questions? Email learning@uoguelph.ca

Interested in more resources? Learning and Writing Services also have workshops, handouts, guides, videos, and more.

- [Writing Resources](#)
- [Studying, Time Management, and Presentations Resources](#)
- [Supported Learning Groups \(SLGs\)](#)

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.