



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

FRHD*3400 COURSE OUTLINE – FALL 2019

1. CALENDAR DESCRIPTION

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

Credit Weight: 0.5 credits

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

Pre-Requisite(s): 4.50 credits including (FRHD*1020 or FRHD*1100)

Co-Requisites(s): N/A

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: Mon, Wed 03:30 PM – 04:20 PM

Seminars:	Mon 04:30 – 05:20	(01) MINS128	(02) ANNU306
	Tues 04:30 – 05:20	(03) MACS301	(08) MINS101
	Wed 04:30 – 05:20	(04) MACN202	(05) MCKN305
	Thurs 04:30 – 05:30	(06) ROZH108	(07) ANNU306

NOTE: Students are expected to attend the seminar/skill lab that they have registered in. Students are unable to switch the seminar/skill lab they are registered in without permission.

Location: Lectures: MCLN, Room 102;
Seminars: see above

Final Exam: TBA

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Lynda M. Ashbourne, PhD, RP, RMFT, Associate Professor, FRAN

Email: lashbour@uoguelph.ca

Email response by next working day – do not expect a response on weekends

Telephone: 519-824-4120 ext. 54237

Office: MACS324

Office Hours: Thursdays 9:30-10:45 by appointment

Teaching Assistants:

Sections 01 & 04: Monika Georgieva mgeorgie@uoguelph.ca

Sections 02 & 05: Caitlin Marchand cmarch02@uoguelph.ca

Sections 03 & 06: Ariana Sams asams@uoguelph.ca

Sections 07 & 08: Nicole Elkington elkingtn@uoguelph.ca

Email: [put course code FRHD*3400 in subject line]

5. LEARNING RESOURCES

Required Resource(s):

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.

Recommended Resource(s):

n/a

6. LEARNING OUTCOMES

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

1. Identify and classify interviewing skills;
2. Perform basic competence of intentional interviewing and counselling skills;
3. Use a range of theoretical approaches that can be drawn upon 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 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.**

Important: Students are expected to attend each skill lab unless prior notification is given to the Teaching Assistant.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1 Sept 9	Skilled Interviewing Common Factors	Course Text – Chap. 1	No Skill Lab
2 Sept 16	Ethics, Diversity & Personal Wellness	Course Text – Chap. 2	Skill Lab 1
3 Sept 23	Attending Behaviour, Empathy, Person-centred Ideas	Course Text – Chap. 3	Skill Lab 2 Helping Interview Proposal submitted via Dropbox by Friday, Sept 27, 5 pm
4 Sept 30	Questions, Solution- focused Ideas	Course Text – Chap. 5	Skill Lab 3
5 Oct 7	Encouraging, Paraphrasing, and Summarizing	Course Text – Chap. 6	Skill Lab 4
6 Oct 16 (Wed)	Encouraging, Paraphrasing, and Summarizing (cont'd) Observing Skills	Course Text – Chap. 4	No Skill Lab No Monday class (Thanksgiving Break) Helping Interview Part 1 submitted via Dropbox by Friday, Oct 18, 5 pm
7 Oct 21	(Mon) Reflecting Feelings (Wed) Midterm Exam	Course Text – Chap. 7	Skill Lab 5 MIDTERM EXAM Oct. 23 covers course material from Weeks 1-6
8 Oct 28	Reflecting Feelings (cont'd) Basic Listening Sequence	Course Text – Chap. 8	Skill Lab 6
9 Nov 4	Focusing Skills, Couple & Family Therapy, Genograms	Course Text – Chap. 9	Skill Lab 7

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
10 Nov 11	Empathic Confrontation and Challenging, Cognitive Behavioural Ideas	Course Text – Chap. 10 and Chap. 13, pp.330-340	Skill Lab 8 Helping Interview Part 2 submitted via Dropbox by Friday Nov 15, 5 pm
11 Nov 18	Reflection of Meaning and Interpretation/Reframing, Narrative Ideas	Course Text – Chap. 11	No Skill Lab Skill Lab Self-Assessment submitted via Dropbox by Friday, Nov 22, 5 pm
12 Nov 25 (last class, Fri Nov 29)	Self-disclosure, Feedback, and Logical Consequences	Course Text – Chap. 12, pp. 290-300	No Skill Lab Last class Friday Nov 29, rescheduled from Mon Oct 14

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 CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Midterm Exam			
Multiple Choice and True/False questions based on readings and lecture material, Weeks 1-6	Learning Outcomes 1-6	Wed. Oct. 23 (in class)	20%
Skill Lab Participation			
The skill lab grade is determined by the quality of student participation. This includes attending all 8 skill 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.	Learning Outcomes 1-6	See Teaching & Learning Activities above for Skill Lab Dates.	10%
Conducting a Helping Interview (3 part assignment)			
1. Conducting a Helping Interview Proposal: 2% of Final Grade Initial plan for interview assignment and signed informed consent.	Learning Outcomes 1-6	Proposal: Sept 27, 2019	40%

Assessment	LOs Addressed	Due Date	% of Final
2. Conducting a Helping Interview Part One: 22% of Final Grade Transcription and interpretation of recorded interview.		Part One: Oct 18, 2019	
3. Conducting a Helping Interview Part Two: 16% of Final Grade Reflection and discussion of alternative statements and their possible influence on interview		Part Two: Nov 15, 2019	
Final Exam			
The exam has 2 parts:			
1. Multiple choice and True/False questions 20%			
Based on readings and lecture material, Weeks 7-12	Learning Outcomes 1-6	TBA	30%
2. Reflective essay exam question 10%			
Covering all lectures and readings throughout the semester			
			Total: 100%

Personal Disclosure:

Learning is enhanced by exploring the interface between personal & professional experience and academic study (theory and research). You are encouraged to explore this interface and reveal only as little or as much information as you are comfortable sharing with faculty, teaching assistants, and fellow students. ***The evaluation of student performance is not dependent upon student disclosure of personal information.*** In order to create a safe learning environment, students are required to show tolerance for the viewpoints of others.

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed 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:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted

more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

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.

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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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.

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

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.