



FRHD*3400 Communication & Counselling Skills COURSE OUTLINE – WINTER 2021

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): 4.5 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: Monday 3:30-5:20 pm

Seminars: Fri 10:30 – 11:20 (02) (03)

Fri 11:30 – 12:20 (05) (08)

Fri 2:30 – 3:20 (06) (07)

Fri 3:30 – 4:20 (01) (04)

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 & Seminars ONLINE – connect using Zoom through courselink site. You are expected to attend lectures and seminars in real time and to sign in using your uoguelph email address.

Final Exam: NO EXAM

4. INSTRUCTIONAL SUPPORT

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

Email: lashbour@uoguelph.ca

expect response by next working day, during daytime working hours, do not expect response on weekends. Put course code FRHD*3400 in subject line.

Telephone: 519-824-4120 ext. please use email only for contact during W'21 semester

Office: not accessible during W'21 semester

Office Hours: **ONLINE: FRIDAYS 9:30 – 11:00 am (use Zoom link on Courselink Content tab)**

Teaching Assistants: Nicole Elkington elkingtn@uoguelph.ca

Anna (Anya) Swain anna.swain@uoguelph.ca

Michael Poydenko mpoydenk@uoguelph.ca

Samantha O'Leary solear01@uoguelph.ca

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

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. [custom edited version ISBN: 9780199017041]

Additional required course readings accessed through Courselink [Content Tab]

Recommended Resource(s):

APA 7 Style Guide [Style & Grammar Guidelines] <https://apastyle.apa.org/>

OR/ Purdue Online Writing Lab (OWL): APA 7 Style Guide

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html

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. 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.

Course Organization:

The organization of this course is “learner-centred” – placing greater responsibility for fully engaged learning (active engagement with instructor and others in real time) on the student than in more traditional or asynchronous remote classrooms. Course assignments are designed with this in mind. This course is divided into two parts, the lecture portion and the seminar/skill lab portion. Both are provided in a synchronous online context for W’21 semester.

If you should miss a lecture or seminar/skill lab you will be missing a building block for the next class. Although unexpected emergencies and/or illness can mean that you miss 1-2 lectures, it is not possible to engage in learning communication and counselling skills without 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. Slides and lecture notes will be posted after class for your review. Given their design and the course content, 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.

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
IMPORTANT NOTES: <ul style="list-style-type: none">• All submission deadlines are 5 pm to COURSELINK DROPBOX (submissions after 5 pm will be considered one day late until 5 pm next working day, and then two days late, etc.). Extensions for extenuating circumstances outside of your control must be requested IN ADVANCE of due date wherever possible. PLAN NOW to ensure that your assignments are prepared in advance of due dates – poor planning is not an extenuating circumstance.• TEXTBOOK is available in custom format (as e-book or hardcopy) or in full text format. Page numbers will differ across formats. Readings are identified by Chapter # and Title – first page of each chapter in any format includes the Chapter # and Title. Where only part of the chapter is required reading, this is indicated in the list below as Chapter # (part) and description of which sections are required. There are also assigned readings available through Library Course Reserve (ARES).• Expect two-week turnaround for grading assignments.			
1 Jan 11	Introduction to Skilled Interviewing: Cultural & Practice Values, Facilitating Change, <i>Common Factors</i>	Harms & Pierce (2020) TEXT – Chap 1 Working Towards Change Chap 2 Understanding Communication and Change	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<p align="center">2 Jan 18</p>	<p>Ethics, Diversity, Anti-Oppressive Practice and Safe & Effective Use of Self</p>	<p>TEXT Chap 3 Diversity in Communication TEXT Chap 5 (part) Sustaining Yourself in Practice - <i>read only from start of chapter up to and including Box 5.5 – Self-Care and Professional Development, Critical Self-Reflection.</i> ARES readings (read before Skill Lab #1)</p> <ul style="list-style-type: none"> • (2) Power Flower (both required); • (choose 1) RESPECTFUL (D’Andrea & Daniels) or ADDRESSING (Hays) 	<p>Skill Lab #1 KCS&A Report #1 (week 2 readings) due Friday Jan 22, 5 pm (Courselink Dropbox)</p>
<p align="center">3 Jan 25</p>	<p>Engagement, Attending & Listening Person-Centred Approach</p>	<p>TEXT Chap 4 Preparing for Practice TEXT Chap 6 Establishing a Good Working Relationship ARES readings (2)</p> <ul style="list-style-type: none"> • Person Centered Therapy • Active Listening 	<p>Skill Lab #2 Helping Interview Proposal due Monday Jan 29, 5 pm (Courselink Dropbox)</p>
<p align="center">4 Feb 1</p>	<p>Questions Solution-Focused Approach</p>	<p>TEXT Chap 7 Establishing the Story TEXT Chap 13 (part) Narrative and Solution-Focused Skills - <i>one section only: ‘Core Skills of Solution-focused Practice’</i> ARES readings (2)</p> <ul style="list-style-type: none"> • Institute for Solution-focused Therapy • Personal Trainer Development Center 	<p>Skill Lab #3 Critical Reflection Part 1 due Friday Feb 5, 5 pm (Courselink Dropbox)</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
5 Feb 8	Reflecting Skills: Paraphrasing & Summarizing	TEXT Chap 8 Paraphrasing and Summarizing	Skill Lab #4 KCS&A Report #2 (weeks 3 & 4 readings) <u>due Wednesday Feb 10, 5 pm</u> (Courselink Dropbox) Links to video-recordings for Part 1 Interview Assignment <u>due Friday, Feb 12, 5 pm</u> (Courselink Dropbox)
READING WEEK – no lecture or seminar/skill labs			
6 Feb 22	Focusing the Interview: Observing & Listening	ARES readings (2) <ul style="list-style-type: none"> • Ivey, A. et al. (2017). Neuroscience of attention: Empathy and counseling skills. (pp. 83-97). • Shebib, Bob (2017). (Silence, pp.106-112). 	NO SKILL LABS Helping Interview Pt 1 <u>due Friday Feb 26, 5 pm</u> (Courselink Dropbox)
7 Mar 1	Focusing the Interview: Motivational Interviewing & Goal Setting	ARES reading <ul style="list-style-type: none"> • Shebib, Bob (2017) <u>Motivational Interviewing (MI), pp. 189-196.</u> Review notes from Week 4 lecture on GOALS (do not include in KCS&A Report #4).	Skill Lab #5 KCS&A Report #3 (weeks 5 & 6 readings) <u>due Wednesday Mar 3, 5 pm</u> (Courselink Dropbox)
8 Mar 8	Reflecting & Circular Questions; Genograms Relational and Family Therapy	ARES reading <ul style="list-style-type: none"> • Smith, A. & Weatherhead, S. (2012) Systemic Therapies. (Chapter 6, pp. 101-122, <u>including Worksheets 6.1, 6.2, and 6.4.</u>) 	Skill Lab #6

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
9 Mar 15	Empathic Confrontation & Challenging Cognitive Behavioural Therapy	TEXT – Chap 12 (part) Psychodynamic and Cognitive Behavioural Skills – <u>read only</u> <i>‘Cognitive Behavioural Theories’</i> <i>and ‘Core Skills of Cognitive Behavioural Practice’</i> ARES reading <ul style="list-style-type: none"> • Shebib, Bob (2017). <u>Resistance & Confrontation</u>, pp. 224-237) 	Skill Lab #7 KCS&A Report #4 (weeks 7, 8, & 9 readings) due Friday <u>Mar 19, 5 pm</u> (CourseLink Dropbox)
10 Mar 22	Reflection of Meaning and Interpretation/Reframing, Narrative Approach	TEXT Chap 13 (part) Narrative and Solution-Focused Skills – <u>read only</u> <i>from start of chapter, ending at ‘Core Skills of Solution-focused Practice’ (which you read in Week 4) AND read ‘Strengths and Limitation of Narrative Skills’ at end of chapter.</i>	Skill Lab #8 Helping Interview Pt 2 due Friday Mar 26, 5 pm (CourseLink Dropbox)
11 Mar 29	Feminist and Critical Perspectives	TEXT Chap 14 Feminist and Critical Theory Skills	NO Skill Labs Skill Lab Self-Assessment due <u>Thursday Apr 1, 5 pm</u> (CourseLink Dropbox)
12 Apr 5	Bringing it all Together	No required reading.	NO Skill Labs Critical Reflection Part 2 due Wednesday Apr 7, 5 pm (CourseLink Dropbox)

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

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Skill Lab Participation			
<p>The skill lab grade is determined by the quality of student participation.</p> <p>This includes attending all 8 skill labs and actively participating in each one.</p> <p>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.</p>	Learning Outcomes 1-6	<p>See Teaching & Learning Activities above for Skill Lab Dates.</p> <p>Self-Assessment due Thursday Apr 1, 5 pm</p>	10%
Conducting a Helping Interview (3 part assignment – completed by group – see Assignment description in Courselink.)			
<p>1. Conducting a Helping Interview Proposal: 2% of Final Grade Initial plan for interview assignment and signed informed consent.</p>	Learning Outcomes 1-6	Proposal: Friday, Jan 29, 5 pm	40%
<p>2. Conducting a Helping Interview Part One: 22% of Final Grade Transcription and interpretation of recorded interview.</p>		Part One: (i) Video links: Friday Feb 12, 5 pm (ii) Written Assignment: Friday Feb 26, 5 pm	
<p>3. Conducting a Helping Interview Part Two: 16% of Final Grade Reflection and discussion of alternative statements and their possible influence on interview</p>		Part Two: Friday Mar 26, 5 pm	
Key Content Summaries & Application:			
<p>Four (4) KCS&A Reports submitted. See Assignment description in Courselink.</p> <p>Lowest grade dropped, combined reports worth 30% of Final Grade.</p>	Learning Outcomes 1,3,4,5,6	<p>KCS&A Reports:</p> <p>#1 Fri, Jan 22, 5 pm</p> <p>#2 Wed, Feb 10, 5 pm</p> <p>#3 Wed, Mar 3, 5 pm</p> <p>#4 Fri, Mar 19, 5 pm</p>	30%
Critical Reflection:			
<p>See Assignment description in Courselink.</p>	Learning Outcomes 1,3,4,5,6	<p>Part 1 Fri, Feb 5, 5 pm</p> <p>Part 2 Wed, Apr 7, 5 pm</p>	20%
Total:			100%

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:

All course assignments must be submitted to CourseLink Dropbox – due date & time is indicated on dropbox folder.

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.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [hyperlink to the website] and circulated by email.

<https://news.uoguelph.ca/2019-novel-coronavirus-information/>

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate..

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.