



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3400 Communication and Counseling Skills

COURSE OUTLINE – FALL 2024

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:

Location:

Seminars/Labs:

Section 101

Section 102

Section 103

Section 104

Section 105

Section 106

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

Final Exam:

Note: [There is no class on Monday, October 14-this class is rescheduled to Friday, November 29]

4. INSTRUCTIONAL SUPPORT

Course Instructor: Mosammat Nazma Khatun, PhD Candidate (FRHD); MA in Counselling Psychology; MPhil in Clinical Psychology

Email: khatunm@uoguelph.ca

Telephone:

Office:

Office Hours:

Teaching Assistants:

Amy Bartja – Seminars 101, 103 and 105 (abartja@uoguelph.ca)

Amy Hujon – Seminars 102, 104 and 106 (ahujon@uoguelph.ca)

5. LEARNING RESOURCES

Textbook

Harms, L. & Pierce, J. (2020). Working with people: Interviewing and assessment skills for human service and social work practice (2nd. Canadian ed.). Oxford University Press. **This book is available online through the University of Guelph Library.**

Ivey, A. E., Ivey, M. B., & Zalaquett, C. (2024). Essentials of intentional counselling and psychotherapy in a multicultural world (4th ed.). Cengage.

The bookstore has a hard copy and a digital copy of Ivey et al., (2024) (1 year access to a digital copy is \$86.75): <https://www.bookstore.uoguelph.ca/t-digitalsearch.aspx>. The library has an online version of the 3rd ed. (2016). Students are encouraged to use the most recent version (2024) – exam questions will be based on this version.

Recommended Resource(s): Lecture Slides

6. LEARNING OUTCOMES

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

1. Identify and classify interviewing and counselling skills;
2. Demonstrate basic competence in and knowledge of 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, ethnicity, and other facets of socio-cultural diversity on the lives of people as well as on the development of the client-professional relationship;
6. Demonstrate self-reflection and self-awareness in written work.

7. TEACHING AND LEARNING ACTIVITIES

Date	Topics	Readings	Assignment Due Date Lab Schedule
Week 1 Sep 9 & 11	Introduction to Skilled Interviewing: Cultural & Practice Values, Facilitating Change, Common Factors Microskills Approach Microskills Hierarchy	Chapter 1: Working Towards Change Chapter 2: Understanding Communication and Change (Book: Harms & Pierce, 2020) Chapter 1: Foundations of Counselling and Psychotherapy (Book: Ivey et al., 2024)	No skill labs this week
Week 2 Sep 16 & 18	Ethics, Diversity, Anti-Opressive Practice Safe and Effective Use of Self	Chapter 2: Client Resiliency Builders: Essential Factors for Effective Practice (Book: Ivey et al., 2024) 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) (Book: Harms & Pierce, 2020)	Skill Lab #1
Week 3 Sep 23 & 25	Overview on Theories Person-Centered Approach Solution-focused approach Relational and Family Therapy Feminist and Critical Perspectives Cognitive Behaviour Therapy	Lecture Slides Chapter 12: Psychodynamic and Cognitive Behavioural Skills (read only the core skills of cognitive behaviour therapy) Chapter 13: Narrative and Solution-Focused Skills (read the core skills only) Chapter 14: Feminist and Critical Theory Skills (core skills only) (Book: Harms & Pierce, 2020)	No skill labs this week Helping Interview Proposal due Friday, September 27 (by 11.59pm) No Lecture on September 25; Small group exercise (in class)
Week 4 Sep 30 & Oct 2	Engagement, Attending, & Listening Empathy Specifics of observation	Chapter 6: Establishing a Good Working Relationship (Book: Harms & Pierce, 2020) Chapter 3: Basic Listening Skills: Attending, Empathy, and Observing Client's Verbal and Nonverbal Behaviour (Book: Ivy et al., 2024)	Skill Lab #2

Week 5 Oct 7 & 9	Questions, Encouraging, Paraphrasing, and Summarizing	Chapter 4: Questions: Opening Communication Chapter 5: Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition (Book: Ivy et al., 2024)	Skill Lab #3
Week 6 Oct 14 & 16	Reflecting Skills Part 1 (Reflecting Content) Paraphrasing and Summarizing	Chapter 6: Observing and Reflecting Feelings: The Heart of Empathic Understanding (Book: Ivy et al., 2024)	Skill Lab #4 Helping Interview Part 1 due Friday, October 18 No class Monday, October 14-this class is rescheduled to Friday, November 29
Reading Break October 12-15, 2024			
Week 7 Oct 21 & 23	Focusing Motivational Interviewing Mapping the Web of Relationship Empathetic Confrontation	Chapter 8: Focusing the Session: Exploring the Session from Multiple Perspectives Chapter 9: Empathetic Confrontation: Supporting while Addressing Client Conflict (Book: Ivy et al., 2024)	No skill labs this week Midterm, Wednesday, October 23 (in Class)
Week 8 Oct 28 & 30	Reflecting Skills Part 2 Reflection of Meaning Interpretation/Reframing	Chapter 10: Reflection of Meaning and Interpretation/Reframing: Restorying Client Lives through Meaning Making (Book: Ivy et al., 2024)	Skill Lab #5
Week 9 Nov 4 & 6	Empathic Self-disclosure Feedback Psychoeducation Logical consequences Decisional Counselling	Chapter 11: Influencing Client Actions and Decisions: Empathic Self-disclosure, Feedback, Directives, Psychoeducation, Logical Consequences, and Decisional Counselling (Book: Ivy et al., 2024)	Skill Lab #6 Helping Interview Part 2 due Friday November 8th
Week 10 Nov 11 & 13	Solution-Focused Approach Narrative Approach	Chapter 13: Narrative and Solution-Focused Skills (Book: Harms & Pierce, 2020)	No skill labs this week
Week 11 Nov 18 & 20	Feminist and Critical Perspectives Relational and Family Therapy	Chapter 14: Feminist and Critical Theory Skills (Book: Harms & Pierce, 2020)	Skill Lab #7 Participation Self-Evaluation due Friday November 15th
Week 12 Nov 25 & 27	Cognitive Behaviour Therapy	Chapter 12: Psychodynamic and Cognitive Behavioural Skills (read only "Cognitive	Skill Lab #8

		Behavioural Theories” and “Core Skills of Cognitive Behavioural Practice” (Book: Harms & Pierce, 2020)	
Nov 29, Friday	Bringing it all Together	No required reading	No skill labs this week

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	% of Final Grade
Midterm Exam – multiple choice on readings and lecture material to date	1, 2, 3, 4, 5	Wednesday, Oct 23, 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	Friday November 15, 2024	10%
Conducting a Helping Interview (a three-part assignment):	2, 3, 4, 5, 6		
1. Helping Interview Proposal – Initial plan for interview assignment and signed informed consent.		Friday Sep 27	2%
2. Helping Interview Part 1 – Transcription and interpretation of recorded interview.		Friday Oct 18	22%
3. Helping Interview Part 2 – Reflection and discussion of alternative statements and their possible influence on interview.		Friday Nov 8	16%
Final Exam – multiple choice on readings and lecture material since the midterm	1, 2, 3, 4, 5	December 4, 2:30- 4:30	25%

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.

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.

Writing Support

Talk about your writing projects with them! [Book an appointment](#) to get

- 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

Studying and Time Management Appointments:

Study efficiently while making the best use of your time! [Book an appointment](#) to

- create a study schedule
- learn how to beat procrastination and maintain concentration
- adapt your reading, note-taking and studying methods to new courses

Workshops and Resources:

Writing and Academic Skills workshops are on the Library's [Events Calendar](#). Visit [Writing Resources](#) and [Studying Resources](#) for information and tips.

Questions? Email writing@uoguelph.ca or learning@uoguelph.ca.

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.](#)

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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 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 (<https://www.uoguelph.ca/registrar/scheduleofdatesug>) 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.

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 this link: <https://news.uoguelph.ca/covid-19/safety-practices/>. Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.