



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRHD\*3400 Communication and Counseling Skills

## COURSE OUTLINE – WINTER 2024

### Territorial 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.

### 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:

Final Exam:

#### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Olga Smoliak, PhD, C. Psych, RMFT (she/her)

**Email:** [osmoliak@uoguelph.ca](mailto:osmoliak@uoguelph.ca)

**Telephone:** 519-824-4120 ext. 56336

**Office:** MACS 228

**Office Hours:**

Teaching Assistants:

#### 5. LEARNING RESOURCES

**Required Resource(s):**

##### Textbook

Ivy, A. E., Ivy, M. B., & Zalaquett, C. (2024). Essentials of intentional counselling and psychotherapy in a multicultural world (4th ed.). Cengage. **The library has an online version of the 3rd ed. (2016).**

##### Readings

- Ansloos, J., Day, S., Peltier, S., Graham, H., Ferguson, A., Gabriel, M., ... & DuPré, L. (2022). Indigenization in clinical and counselling psychology curriculum in Canada: A framework for enhancing Indigenous education. *Canadian Psychology/Psychologie canadienne*, 63(4), 545-568. <https://doi.org/10.1037/cap0000335>
- Blow, A. J., Seedall, R. B., Miller, D. L., Rousmaniere, T., & Vaz, A. (2023). Instructions for the systemic family therapy deliberate practice exercises. In A. J. Blow, R. B. Seedall, D. L. Miller, T. Rousmaniere, & A. Vaz (Eds.), *Deliberate practice in systemic family therapy* (pp. 17–20). American Psychological Association.
- De Shazer, S., Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, I. K. (2021). A brief overview. In *More than miracles: The state of the art of solution-focused brief therapy* (pp. 1-14). Routledge.
- Dewan, M., Weerasekera, P., Stormon, L., & Jackson, D. (2022). Techniques of brief psychodynamic psychotherapy. In H. Crisp & G. O. Gabbard (Eds.), *Gabbard's textbook of psychotherapeutic treatments*. Psychiatry Online.
- Elliott, R. (2012). Emotion-focused therapy. In P. Sanders (Ed.), *The tribes of the person-centred nation* (pp. 102-130). PCCS Books.
- Marecek, J., & Lafrance, M. N. (2021). Editorial introduction: The politics of psychological suffering. *Feminism & Psychology*, 31(1), 3-18. <https://doi.org/10.1177/0959353521989537>
- Paré, D. (2014). Social justice and the word: Keeping diversity alive in therapeutic conversations. *Canadian Journal of Counselling and Psychotherapy*, 48(3), 206-217.
- Renger, S., Macaskill, A., & Naylor, B. (2020). Learning and change within person-centred therapy: Views of expert therapists. *Counselling and Psychotherapy Research*, 20(3), 535-544. <https://doi.org/10.1002/capr.12291>

Tilsen, J. (2021). What is queer theory? In *Queering your therapy practice: Queer theory, narrative therapy, and imagining new identities* (pp. 11-29). Routledge.

Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? *Family Process*, 27(1), 1-15. <https://doi.org/10.1111/j.1545-5300.1988.00001.x>

Tomm, K. (2014). Introducing the IPscope: A systemic assessment tool for distinguishing interpersonal patterns. In T. Tomm, S. S. George, D. Wulff, & T. Strong (Eds.), *Patterns in interpersonal interactions* (pp. 13-35). Routledge.

**Recommended Resource(s):**

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.**

**6. LEARNING OUTCOMES**

At the completion of the course, successful 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 Jan 8 & 10	Course overview Introduction to counselling and communication skills	Ivey et al. (2024) ch. 1 Harms & Pierce (2020) ch. 1 – OPTIONAL	<i>No skill labs this week</i>
Week 2 Jan 15 & 17	Ethics, diversity, anti-oppressive practice Safe and effective use of self	Ivey et al. (2024) ch. 2 Paré (2014) Ansloos et al. (2022) Harms & Pierce (2020) ch. 4 – OPTIONAL	Skill Lab #1
Week 3 Jan 22 & 24	Basic listening skills Person-centred therapy	Ivey et al. (2024) ch. 3 Renger et al. (2020)	Skill Lab #2 <b>Helping Interview Proposal</b> due Friday Jan 26 (by 11:59pm)
Week 4 Jan 29 & 31	Questions Solution-focused brief therapy	Ivey et al. (2024) ch. 4 De Shazer et al. (2021) Tomm (1988)	Skill Lab #3

Week 5 Feb 5 & 7	Paraphrasing and summarizing Narrative therapy	Ivey et al. (2024) ch. 5 Tilsen, J. (2021) Harms & Pierce (2020) ch. 13 – OPTIONAL	Skill Lab #4
Week 6 Feb 12 & 14	Observing and reflecting feelings Emotion-focused therapy	Ivey et al. (2024) ch. 6 Elliott (2012)	<i>No skill lab this week</i> <b>Helping Interview Part 1</b> due Friday Feb 16 (submitted by 5:30pm)
<b>February 19 &amp; 21 - NO CLASS (Reading Week)</b>			
Week 7 Feb 26 & 28	Five stages of a session Cognitive-behavioural therapy	Ivey et al. (2024) ch. 7 Harms & Pierce (2020) ch. 12 – OPTIONAL	Skill Lab #5
Week 8 Mar 4 & 6	Focusing the session Family therapy	Ivey et al. (2024) ch. 8 Blow et al. (2023)	Skill Lab #6 <b>Midterm</b> Monday Mar 4 (in class)
Week 9 Mar 11 & 13	Empathic confrontation and challenging Feminist therapy	Ivey et al. (2024) ch. 9 Marecek & Lafrance (2021) Harms & Pierce (2020) ch. 14 – OPTIONAL	Skill Lab #7 <b>Helping Interview Part 2</b> due Friday Mar 15 (by 11:59pm)
Week 10 Mar 18 & 20	Interpretation and reframing Psychodynamic therapy	Ivey et al. (2024) ch. 10 Dewan et al. (2022)	Skill Lab #8 <b>Participation Self-Evaluation</b> due Friday Mar 22 (by 11:59pm)
Week 11 Mar 25 & 27	Crisis counselling and risk assessment Assessment and diagnosis in counselling	Ivey et al. (2024) ch. 13 Tomm (2014)	<i>No skill labs this week</i>
Week 12 Apr 1 & 3	TBD Wrap up		<i>No skill labs this week</i> <b>Final Exam</b> Wed Apr 17, 8:30-10:30 AM (location TBD)

**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
<b>Midterm Exam</b> – multiple-choice questions on Ivey et al. (2024) chs. 1-5, , other assigned readings, and lectures	1, 2, 3, 4, 5	Monday Mar 4 in class	25%
<b>Skill Lab Participation</b> – 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 <b>Self-Assessment of Participation</b> (due Mar 22) following the final skill lab that will be considered in determining their participation grade.	2, 4, 6	Friday Mar 22	10%
Conducting a Helping Interview (a three-part assignment):	2, 3, 4, 5, 6		
1. <b>Helping Interview Proposal</b> – Initial plan for interview assignment and signed informed consent.		Friday Jan 26	2%
2. <b>Helping Interview Part 1</b> – Transcription and interpretation of recorded interview.		Friday Feb 16	22%
3. <b>Helping Interview Part 2</b> – Reflection and discussion of alternative statements and their possible influence on interview.		Friday Mar 15	16%
<b>Final Exam</b> – multiple-choice questions on Ivey et al. (2024) chs. 7-10 & 13, other assigned readings, and lectures	1, 2, 3, 4, 5	Wed Apr 17, 8:30- 10:30 AM (location TBD)	25%

## 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 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](http://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.

**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.