



CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **January 28, 2003**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
Community Social Service Worker** Revision New Course

If Revision, Section(s) Revised: **C,F,H,I,J,M,N,P**
Date of Previous Revision:
Date of Current Revision:

C: **CSSW 120** D: **Community Social Service Worker: Counselling** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This methods course emphasizes the development of versatility in working with individuals in social service settings. Students will explore and apply interviewing and counselling skills for information gathering, relationship deveopment, goal setting, and problem solving. Students will reflect on their interactions with others and explore ways to promote self-determination and empowerment. Culture, diversity, and worldview will be viewed as essential elements for understanding and responding to clients.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: None
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture	I: Course Corequisites: None
	Number of Contact Hours: (per week / semester for each descriptor) 60 hours	J: Course for which this Course is a Prerequisite None
	Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks	K: Maximum Class Size: 30
L:	PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Professional Behaviour
 - a) Demonstrate knowledge of professional ethics and values
 - b) Identify strategies for resolving ethical dilemmas
 - c) Demonstrate knowledge of the difference between personal and professional relationships
 - d) Identify skill strengths and limitations including awareness of the limits of one's expertise
2. Self-Awareness
 - a) Describe the importance of self-awareness to the helping process
 - b) Describe strategies for increasing self-awareness including establishing conditions for giving and receiving constructive feedback
3. Counselling/Interviewing Process
 - a) Identify counselling and interviewing skills
 - b) Demonstrate ability to classify skills based on purpose, client need, and phase of helping
 - c) Describe the circumstances where the use of a particular skill or strategy may be appropriate
 - d) Identify non-helping behaviours
 - e) List the phases involved in the helping process
 - i) preliminary
 - ii) beginning
 - iii) action or work
 - iv) ending
 - f) Describe essential worker tasks and skills for each phase of helping
4. Relationship Building Skills
 - (a) Define the characteristics of a counselling relationship
 - (b) List the essential relationship-building objectives of each of the four phases of counselling
 - (c) Explain the importance of the core conditions of warmth, empathy, and genuineness
 - (d) Demonstrate core conditions in a helping interview
 - (e) Describe the counselling contract
 - (f) Demonstrate the ability to negotiate a counselling contract
 - (g) Define and demonstrate immediacy skills
5. Counselling/Interviewing Skills
 - (a) Demonstrate ability to preplan an interview
 - (b) Demonstrate knowledge of non-verbal communication skills including attending and use of silence
 - (c) Demonstrate techniques for gathering information (e.g., open question, closed questions, probing for specificity and definition)
 - (d) Demonstrate ability to maintain the focus of an interview
 - (e) Demonstrate ability to listen, summarize, and paraphrase
 - (f) Demonstrate ability to respond with empathy
 - (g) Demonstrate ability to use self-disclosure appropriately
 - (h) Demonstrate assertiveness
 - (i) Demonstrate ability to use confrontation skills appropriately
 - (j) Demonstrate knowledge of skills for working with hostile and potentially violent clients
 - (k) Demonstrate versatility with a range of skills and strategies
6. Empowerment Skills
 - (a) Describe the elements of empowering clients
 - (b) Demonstrate ability to identify and assess strengths and problems
 - (c) Demonstrate ability to assist clients to set long and short-term goals
 - (d) Demonstrate ability to assist clients to identify and evaluate strategies for problem solving and goal attainment
 - (e) Demonstrate ability to assist clients to implement action plans
7. Culture and Diversity
 - (a) Define worldview and its importance to counselling
 - (b) Explain why realities such as racism and oppression impact counselling
 - (c) Identify and explore how the values, beliefs, behaviours, and traditions of diverse populations impact the counselling process
 - (d) Adapt counselling strategies to fit the needs of diverse populations

N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Counsellors need to understand how cultural origin influences their clients' behaviour and worldviews. 2. Exploration and reflection on one's competence and the limits of one's role and expertise are fundamental to professional practice. 3. Self-awareness regarding one's personal style, values, effect on others, skills and the influence of past experiences, are essential prerequisites for skilled communication and counselling. 4. Skill is necessary but insufficient for competent practice. Technical proficiency must be balanced with a caring attitude, acceptance of a wide range of behaviour and cultures, and respect for the rights of others including their right to self-determination. 5. Effective counselling work is planned by the individuals involved. Open discussion regarding roles, purposes, and methods facilitates this involvement. 6. Effective counsellors are versatile and continuously work to mature a wide range of skills that can be used depending on unique individual, situational and cultural variables. Effective counsellors have the ability to use a skill, as well as the self-restraint "not" to use it. Effective counsellors know how, when and why a given skill is used, and they have the assertiveness, understanding, and creativity and sensitivity to use it when appropriate. 7. Counselling is effective to the extent: <ul style="list-style-type: none"> • That the role of the counsellor and purpose of the work is defined and re-negotiated as necessary • That a climate of trust and safety to take risks is established • That working relationship is established • That the counsellor is able to achieve understanding of the client's unique situation and feelings • That counsellor responses are genuine – based on real feelings and attitudes • That clients become independent • That clients have available a variety of strategies and structures for problem solving 8. Counselling tends to evolve through an arbitrary number of phases (preliminary, beginning, action, ending). Each phase involves common as well as unique tasks and worker skills. The phases are developmental, with success at one phase dependent in part on success at previous phases. A knowledge of phase theory allows practitioners to both anticipate and to facilitate change and development. 9. Some clients use the services of social service agencies for a very short time, often one brief visit. Despite their brevity, these sessions have the potential to empower or support clients and lead them to problem management. Consequently, handling single sessions is an important aspect of the work.
O:	<p>Methods of Instruction Lecture/practice</p>
P:	<p>Textbooks and Materials to be Purchased by Students Shebib, Bob, Choices: Interviewing and Counselling Skills for Canadians, Pearson Education Canada, 2003</p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ol style="list-style-type: none"> 1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e., a course of three credits or more should include at least five separate evaluations. 2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e., oral, individual, group, narrative, research. 3. A developmental approach to evaluation that is sequenced and progressive. 4. Evaluation being used as a teaching and learning tool for both students and instructors. 5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.
R:	<p>Prior Learning Assessment and Recognition: This course is available for PLAR</p>

Bob Shebib

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean: Jan Lindsay

 Registrar