

Course Outline
Counselling Skills for Kinesiology and Health Science
HH/KINE 46203.0 Fall Term, 2017 (A Section) and Winter Term, 2018 (M Section)

Fall, Section A: Lectures: Mondays 10:30 - 12:20 BC 230
Tutorials: 01: Wednesdays 10:30 - 11:20 BC 214
02: Wednesdays 11:30 - 12:20 BC 214

Winter, Section M: Lectures: Mondays 10:30 - 12:20 BC 230
Tutorials: 01: Wednesdays 10:30 - 11:20 BC 214
02: Wednesdays 11:30 - 12:20 BC 214

Course Director: Carol Wilson
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Prerequisite: PSYCH 1010 6.0: Introduction to Psychology

Last date to drop course without receiving grade: Fall: November 10, 2017 and Winter: March 9, 2018

Required Texts: The course manual including the course notes and readings is available through the York University Bookstore.

Required Materials: You will need to purchase a blank 60 minute (2 x 30 minutes) regular-sized audiotape (11 mm long x 7mm wide). You will need to use a regular (not micro) tape recorder with recording and playback functions. If you do not have access to a regular tape recorder, you may rent one from the course director (a deposit of \$25 cash is required to rent). You will be reimbursed the total \$25 if you return the recorder in working order. The deposit will be retained if the tape recorder is not returned or is damaged.

Course Overview: This course explores concepts, issues and skills related to “embedded” helping/counselling from a person-centred framework. Effective professional relationships and motivational interviewing are emphasized. Supervised skills practice is included. Course knowledge and skills are relevant to persons working in health care, education and community services.

Learning Expectations:

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

- Participate in discussion, reflection and counselling skills practice.
- Demonstrate knowledge of the concept of “embedded” counselling as a process.
- Demonstrate the role of the counsellor/helper from a person-centred perspective.
- Apply and evaluate basic communication and helping/counselling attitudes and skills.
- Practice skills in dyads/triads and provide feedback for learning and skill acquisition of peers.
- Demonstrate motivational interviewing knowledge and skills related to lifestyle behaviour changes.
- Describe the complexity of human interactions in a mock counselling scenario.
- Critically reflect on beliefs, assumptions, issues, skills, and sense of self as a helper/counsellor.
- Become self-aware of motives, values, strengths, and limitations as a helper/counsellor.
- Provide professional resources for a person experiencing a mental illness.
- Describe the ethical standards and issues related to helping/ counselling.
- Explore aspects of transitioning from the role of a student to becoming a professional.

Course Evaluation	Value	Due Dates (Projects and Tests are due/ done in class)
Term Test 1	20%	Fall: Monday, October 23, 2017 and Winter: Monday, February 12, 2018
Mock Session Project	40%	Fall: Monday, November 6 and Winter: Monday, March 5, 2018
Term Test 2	20%	Fall: Monday, December 4, 2017 and Winter: Monday, April 2, 2018
Participation	20%	Continuous for all lectures and tutorials.

Mock Session Project (40%): The project is due in class: **Fall: Monday, November 6, 2017 and Winter: Monday, March 5, 2018.** You are to **audiotape a 20 (18-22) minute counselling session with someone excluding family members and friends, and to conduct a critical analysis of the tape. The consent form must be explained and signed prior to beginning the session.** On your own time, tape a counselling session with someone who has a **typical life difficulty.** Do not choose to work with a person with a more severe clinical problem as you are not trained as a professional counsellor. **The purpose of this assignment is to encourage you to practice the counselling skills and to think critically about your implementation of them. The purpose of this project is not to evaluate your actual counselling skills.**

There are two parts to the written assignment. The first is that you listen to the audiotape and write an **exact verbal transcription of the mock session.** The transcript is to be **single spaced.** Next, write a 5 page (minimum) to 6 page (maximum) double-spaced **paper (excluding the cover page) in which you analyze your use of skills and concepts covered in the course to date** (“core conditions”; verbal and non-verbal attending / micro-skills, reflecting skills and summarizing). An envelope will be provided to each student in which the mock session project will be submitted. The following are to be included:

- **Cover page** (2 copies) with your name, student number, section and date stapled to your paper
- **Paper** (2 copies), double spaced and 12 point font, analyzing your use of counselling skills
- **Exact verbal transcript** (2 copies), single spaced and 12 point font, of the session
- **Consent form** (1 copy) signed and dated
- **Audiotape** (1 copy) of your counselling session on a **regular sized audio-cassette tape.**

One set (cover, paper, transcript and tape) will be returned to you with a grade and written feedback.

REFER TO THE “Notes for the Critical Analysis of a Taped Mock Counselling Session” which is the next page in this course outline for detailed instructions and expectations regarding this project.

Late mock session projects are to be submitted to the Kinesiology Office (341 Bethune College, Monday-Friday 8:30-4:30). A staff member will date stamp your assignment and return it to the course director. Late penalties are:

submitted after the beginning of class on due date	-3 marks
submitted one day late by 4:00 p.m.	-6 marks
submitted two days late by 4:00 p.m.	-9 marks
submitted three days late by 4:00 p.m.	-12 marks
submitted four days late by 4:00 p.m.	-15 marks
submitted more than four days late:	not accepted

Students may submit the mock session project for remarking. In this situation students are to re-submit the original set of graded written materials (cover, paper, and transcript) plus the tape and the grading sheet with a maximum one page typed rationale for a higher grade. A request for remarking must be submitted within **ONE WEEK** from the date the assignments are returned to students in class. This submission is to be submitted to the Course Director or to the Kinesiology Office (341 Bethune College) during normal office hours where the project will be date stamped. Students may only submit the assignment for remarking once. This process may lead to a grade being raised, remaining the same, or being lowered. **Appeal deadlines are:**

Fall Term: Monday, December 11, 2017 at 12:00 noon; Winter Term: Monday, April 9, 2018 at 12:00 noon.

Notes for the Critical Analysis of a Taped Mock Counselling Session

Volunteer Client: You **may not work** with a volunteer client who is a student in this courses nor a **family member** or a person with whom you have a **close or important relationship**. The volunteer client who you work with must be at least **eighteen years old** and is to prepared to discuss a “**typical life difficulty**”. This means that you will need to discuss the client’s “problem” prior to agreeing to work with the client. You need to exclude a volunteer who has or is currently experiencing a mental health illness. **Serious problems that are inappropriate for this assignment include such problems as addiction, abuse, trauma, pregnancy and serious relationship issues such as marriage, separation or divorce.** You are to make a judgment of the problem the person plans to discuss and the mental health history of the person. Talk with the course director if you have any questions about the volunteer client or the problem this person plans to discuss.

Consent Form: It is essential that you meet with your volunteer client to review the consent form and to answer any questions that may arise. **The client must read, understand and sign the consent form prior to beginning the mock session.** The client is to sign this form with her/his full name. The client must know that this is an assignment and that the helper is a student and not a professional. This is a one time only meeting and the helper is not to suggest nor agree to meeting with the volunteer client after the mock interview. Clients who request further meetings are to be referred to Counselling and Disability Services at York.

Mock Session Plans: It is important to **choose a location that is appropriate** for the session (a quiet/ neutral area where you will not be disturbed such as a library). One hour on a specific day should be planned so you will not be rushed; each session is to be 20 (18-22) minutes. Turn off distractions (cell phones, phones, radios).

Tape Recorder: You are to use a regular size tape recorder and audio cassette. Practice with the tape recorder so that you are comfortable with its functions. Set up the tape recorder ahead of time. Record the session in its entirety; **do not stop the tape recorder during the session** for any reason.

Transcript of the Session: The first part of the written assignment is to **listen to the tape and to write an exact verbal transcription of the entire session (single space)**. This is time consuming so plan accordingly. Every line is to be numbered. If you are using Word follow the links- file, page setup, layout, line numbers, add line numbering(check box), continuous. Select an initial for the **counsellor and a different initial for the client**.

Paper: Prepare a cover page that includes your name, student number and course section. Write a 5 (minimum) to 6 page (maximum) double-spaced paper in which you **analyze your use of counselling skills and counselling concepts covered in the course. DOCUMENT YOUR PAPER USING YOUR TRANSCRIPT NUMBERS THROUGHOUT YOUR PAPER;** site examples of counselling skills and concepts you used well and what needs to be improved. Provide text for how you would change your responses to improve your responses. The paper may be written from a personal or formal perspective. Use a false name for the client in the paper. **1-Briefly describe the client and the initial problem presented. 2, 3- Comment on your use of non-verbal skills and verbal opening skills. 4-Comment on your use of questions (type, frequency, and client response). Continue to evaluate your use of attending and reflecting skills: 5-repetition, 6-paraphrase, 7-identification/ reflection of feelings, 8-reflection of meaning and 9-summarizing skills. 10, 11, 12-Evaluate your ability to convey the core conditions. 13, 14-Write about your counseling strengths and weaknesses in a general way (earlier you will have been very specific). 15- Write about the experience of doing this assignment-: surprises, problems, “aha” moments, learning, self awareness. 16- Conclude with a specific personal statement related to your use of counselling skills (present or future).**

Submission: You will be given an envelope in which you will submit all six parts of your assignment.

1) cover page and paper – staple, 2) transcript –staple, 3) copy of cover page and paper –staple, 4) copy of transcript -staple, 5) signed consent form 6) tape.

Term Test 1 (20%): Term test 1 will be held in class: **Fall Term: Monday, October 23, 2017 and Winter Term: February 12, 2018.** The test will cover **all readings, lecture and tutorial material for the course to date.** The test will focus on your ability to articulate key concepts and issues covered in the readings, lectures, and tutorials. The term test will be composed of questions in a variety of formats including short answer, fill in the blank, matching and multiple choice.

Term Test 2 (20%): A term test will be held in class: **Fall Term: Monday, December 4, 2017 and Winter Term: Monday, April 2, 2018.** The term test will be on the **readings, lecture and tutorial material for the course in the second half of the course.** The term test will be composed of questions in a variety of formats including short answer, fill in the blank, matching and multiple choice.

Participation (20%): This mark will be based on **attendance at lectures and tutorials (major objective component), participation (certification) in a safeTALK workshop at York, as well as contribution to the class (minor subjective component).** Attendance is taken in each lecture and each tutorial and a specific point scale (1.0 for each lecture attended and 0.5 for each tutorial attended) is used to establish a point total for each student (objective component). This mark will be increased, remain the same or decreased based on the course director's evaluation of each students "contribution" (subjective component). Students are able to do a participation point calculation on a continuous basis for the course. The safeTALK workshop is three hours long and prepares anyone over the age of 15 to become a suicide-alert helper. Special workshops will be arranged for KINE 4620 students through the Centre for Student, Community and Leadership Development. Students will be given 2 participation points for attending and being certified at a safeTALK workshop. **All documentation for participation marks must be submitted by the last day of classes in the term.** The final participation mark for each student will be determined after the end of classes for the term.

Students who are unable to submit the audiotape analysis project, write the mid term test or the term test on the specified dates because of a problem (illness, injury, accident, family death, police or legal matter, etc.) are to submit documentation to the Course Director and alternate arrangements (submission date or test date) will be made for the completion of the evaluation components for the course. The "Attending Physician's Statement" is to be submitted for an illness or injury. This form is available from the Kinesiology Office (341 Bethune College) or the Registrar's web site.

Students are also to submit documentation (as in previous paragraph) for lectures and tutorials which are missed. Absences which are documented will receive participation points. Students who enroll in the course late will not receive participation points for the classes that they have missed due to late enrolment.

Important Information for Students

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents)-http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York's Academic Honesty Policy and Procedures/ Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Fall Term A Section Course Schedule: Lecture (L), Tutorial (T)

Sep. 11 (L) Sep. 13 (T)	Introduction to Counselling Counselling Skills
Sep. 18 (L) Sep. 20 (T)	Counselling Approaches and the Counselling Relationship Counselling Skills
Sep. 25 (L) Sep. 27 (T)	Basic Counselling Skills: Attending and Reflecting Video: The Art of Helping by Mark Young Counselling Skills
Oct. 2 (L) Oct. 4 (T)	Emotions Counselling Skills
Oct. 9 (L) Oct. 11 (T)	Thanksgiving Holiday: No Class Counselling Skills
Oct. 16 (L) Oct. 18 (T)	Focus on Rogers and the Person/ Client-Centered Approach Video: Three Approaches to Psychotherapy: No. 1: Dr. Carl Rogers (1965) Counselling Skills Mock Session Project Expectations
Oct. 23 (L) Oct. 25 (T)	Term Test 1 (During Class Time) Monday, 10:30-12:20 Counselling Skills
Oct. 30 (L) Nov. 1 (T)	Mental Illness: Sean Coleman, guest speaker from Counselling & Disability Services @ York University Counselling Skills
Nov. 6 (L) Nov. 6 (L) Nov. 8 (T)	Mock Session Project Due In Class at 10:30 Motivational Interviewing Motivational Interviewing Skills
Nov. 13 (L) Nov. 15 (T)	Motivational Interviewing and Stages of Change Motivational Interviewing and Stages of Change Skills
Nov. 20 (L) Nov. 22 (T)	Loss, Death and Dying Video excerpts: Pooh's Grand Adventure and Cancer in Two Voices Motivational Interviewing Skills
Nov. 27 (L) Nov. 29 (T)	Ethics and Counselling including Self-Care Closure
Dec. 4	Term Test 2 (During Class Time): Monday, 10:30-12:20

***Optional safeTALK workshop Thursday, October 26, 9:00-12:00 203 Bethune College**

Winter Term M Section Course Schedule: Lecture (L), Tutorial (T)

Jan. 8 (L) Jan. 10 (T)	Introduction to Counselling Counselling Skills
Jan. 15 (L) Jan. 17 (T)	Counselling Approaches and the Counselling Relationship Counselling Skills
Jan. 22 (L) Jan. 24 (T)	Basic Counselling Skills: Attending and Reflecting Video: The Art of Helping by Mark Young Counselling Skills
Jan. 29 (L) Feb. 31 (T)	Emotions Counselling Skills
Feb. 5 (L) Feb. 7 (T)	Focus on Rogers and the Person/ Client-Centered Approach Video: Three Approaches to Psychotherapy: No. 1: Dr. Carl Rogers (1965) Counselling Skills
Feb. 12 (L) Feb. 14 (T)	Term Test 1 (During Class Time) 10:30-12:20 Mock Session Project Expectations and Counselling Skills
Feb. 17- 23	Reading Week: No Classes
Feb. 26 (L) Feb. 28 (T)	Mental Illness: Sean Coleman, guest speaker from Counselling & Disability Services @ York University Counselling Skills
Mar. 5 (L) Mar. 5 (L) Mar. 7 (T)	Mock Session Project Due at 10:30 Motivational Interviewing Motivational Interviewing Skills
Mar. 12 (L) Mar. 14 (T)	Motivational Interviewing and Stages of Change Motivational Interviewing and Stages of Change Skills
Mar. 19 (L) Mar. 21 (T)	Loss, Death and Dying Video excerpts: Pooh's Grand Adventure and Cancer in Two Voices Motivational Interviewing Skills
Mar. 26 (L) Mar. 28 (T)	Ethics and Counselling including Self-Care Closure
April 2	Term Test 2 (During Class Time): Monday, 10:30-12:20

***Optional safeTalk workshop, Thursday, April 5, 9:00 – 12:00, 203 Bethune College**

Winter 2017-2018 KINE 4620 3.0 Course Readings

Introduction to Counselling: Fall: September 12; Winter: January 8

McLeod, J. (2007). Chapter 2: Defining Counselling (excerpts pp. 10-23). *Counselling skills*. Berkshire, England: McGraw-Hill.

McLeod, J. (2007). Chapter 3: Basic Principles of Embedded Counselling (excerpts pp. 31-32). *Counselling skill*. Berkshire, England: McGraw- Hill.

Counselling Approaches and The Counselling Relationship: Fall: September 18; Winter: January 15

Hill, Clara E. (2009). Chapter: Attending, Listening and Observing (pp, 97-117). *Helping skills; Facilitating exploration, insight and action*. (Third Edition). Washington, D.C.: American Psychological Association.

Basic Counselling Skills: Attending and Reflecting: Fall: September 25; Winter: January 22

Young, M. (2017). *Learning the art of helping: Building blocks and techniques*. (6th Edition). Upper Saddle River, NJ: Pearson. Excerpts from the following chapters:

Chapter 3: Invitational Skills (pp. 71-78).

Chapter 4: Reflecting Skills: Paraphrasing (pp.86-93).

Chapter 4: Reflecting Skills: Reflecting Feelings (pp. 102-107).

Chapter 5: Reflecting Skills: Reflecting Meaning (pp. 121-127).

Chapter 7: Advanced Reflecting Skills (pp. 137-138).

Emotions: Fall: October 2; Winter: January 29

Johnston, Joni E. (2014). Chapter 11: Emotions in Motion (pp, 169-183). *Psychology: Idiot's Guide*. New York, NY: Penguin Group.

Focus on Rogers and the Person/ Client-Centered Approach: Fall: October 16; Winter: February 5

Corey, G. (2007). Chapter 7: Person-centered therapy (excerpts, pp. 163-177 and pp. 181-183). *Theory and practice of counseling and psychotherapy (7th Ed.)*. Belmont, CA: Brooks/Cole-Thomson learning.

Term Test 1: Fall: Monday, October 23; Winter: Monday, February 12

Mental Illness: Fall: October 30; Winter: February 26

Simmie, S. & Nunes, J. (2001). Chapter 4. What is mental disorder? (pp.87-97). *The last taboo: A survival guide to mental health care in Canada*. Toronto, ON: McClelland & Stewart.

Abraham, C. (2008, June 20). We must never give up on the potential of people to recover. An interview with Dr. David Goldbloom. *The Globe and Mail*, Focus Section: Science and Ideas.

Wyld, Adrian. (2011, February 10). Olympian helps advance awareness of mental illness. An interview with Clara Hughes. *The Globe and Mail*, Focus Section.

Blinch, Mark. (2014, January 29). Mental Health: Ontario launches project to improve physical health of mentally ill patients. *The Globe and Mail*, News Section.

Motivational Interviewing: Fall: November 6; Winter: March 5

Rollnick, S., Miller, W.R. & Butler, C. (2008). Chapter 1: Motivational Interviewing: Principles and Evidence (pp. 3-10); Chapter 2: How Motivational Interviewing Fits into Health Care Practice (excerpts pp. 11-18). *Motivational interviewing in health care: Helping people change behavior*. New York, NY: Guilford Press.

Miller, W.R. & Rollnick, S. (2013). Chapter 3: The Method of Motivational Interviewing (pp. 25-36). *Motivational Interviewing, Helping People Change*. New York: Guildford Press, Third Edition.

Motivational Interviewing and the Stages of Change: Fall: November 13; Winter: March 12

DiClemente, C.C. & Velasquez, M. M. in Miller, W. and Rollnick, S. (2002). Chapter 15: Motivational interviewing and the stages of change (pp. 201-213) in *Motivational Interviewing: Preparing People for Change*. New York: Guilford Press.

Loss, Death and Dying: Fall: November 20; Winter: March 19

Worden, J. W. (2002). Chapter 1: Attachment, Loss and the Experience of Grief (pp. 7-24). *Grief counseling and grief therapy: A handbook for the mental health practitioner*. New York: Springer.

The Dorothy Ley Hospice. (2015). Caring Connections, Number 1, Taking care of yourself while grieving. class handout, pp. 1-6.

Ethics and Counselling Including Self-Care: Fall: November 27; Winter: March 26

Hill, C. E. (2009) Chapter 3: Ethical Issues in Helping (pp. 59-75). *Helping skills: Facilitating exploration, insight and action* (Third Edition). Washington, D. C.: American Psychological Association.

Term Test 2: Fall: Monday, December 2; Winter: Monday, April 2

CW June, 2017