

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
ADDICTIONS COUNSELLING PROGRAM
ADCS 1020 – INTRODUCTION TO THE COUNSELLING INTERVIEW
Course Syllabus – Fall, 2014**

CLASS COMPONENT

Course Instructor: Cindy Gaetz, M.Ed., Provisional Psychologist
Class Time: Tuesdays, 9:25 a.m. – 12:05 p.m.
Classroom: AH175
Office: M3056 (Markin Hall)
Phone: 403.332.4093
Email: c.gaetz@uleth.ca
Office Hours: Thursdays, 1:30 to 4:00 p.m., or by appointment

LAB COMPONENT

Lab Instructors: Cindy Gaetz – Lab #1: Mondays, 9:00 a.m. - 11:50 a.m.
Bonnie Lee – Lab #2: Mondays, 12:00 p.m. - 2:50 p.m.
TBA Lab #3: Tuesdays, 1:40 p.m. - 4:20 p.m.

Learning the art of helping is a journey. It is a journey with a beginning but no real ending point. Those who embark on this quest find it to be a lifelong process of discovery rather than a destination. (Young, 2009, p. v)

COURSE DESCRIPTION:

This course is structured to offer students an introduction to the helping relationship with an emphasis on three areas:

- 1) The micro-skills of intentional interviewing and counselling:** The course serves to introduce the student to a repertoire of basic skills to establish a helping relationship, and provides understanding of what makes a client-centered counselling interview effective towards facilitating empowerment, motivation, and positive growth within clients. Students explore and acquire effective communication and interviewing skills, as well as how to plan, conduct, analyze, and critically evaluate a counselling interview in terms of counsellor behavior and client response.
- 2) The counsellor's journey:** The course is designed to introduce the student to the exciting path of the counsellor's personal journey of growth and development. Students are introduced to the concepts, skills, and self-awareness necessary for developing an effective helping relationship along with personal growth exercises for developing the personal self as a counsellor. Activities emphasizing self-awareness/mindfulness, self-regulation, active listening, cultural sensitivity, and personal growth related to counsellor training are explored.
- 3) The counselling profession:** The course explores introductory concepts related to the counselling process and the counselling profession as a whole, including active listening, client-centered service and positive change, crisis management, professional and ethical performance, self-regulation and self-care, and ongoing professional development.

COURSE OBJECTIVES:

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

- ✚ Demonstrate an ability to *actively listen* to persons, to convey a sense of *being heard* and positive regard.

- ✚ Understand and demonstrate the concepts related to respect, rapport, trust, empathy, and effective communication within a basic counselling interview.
- ✚ Critically examine, evaluate, and adapt their own use of basic communication skills within a structured interview, and identify strengths, challenges and outcomes.
- ✚ Provide effective and constructive feedback on the communication and counselling skills of peer students and instructors, and receive feedback in kind.
- ✚ Improve observational skills and evaluation of clients' verbal and non-verbal behavior.
- ✚ Expand their emotional vocabulary and use it effectively in the counselling interview.
- ✚ Conduct a complete interview using basic communication & interviewing skills.
- ✚ Begin the ongoing journey of practicing inner reflection, inner awareness, personal/spiritual growth, and inspired motivation and curiosity about one's own personal and professional growth.
- ✚ Experience increased comfort with self-disclosure and self-awareness exercises related to the counsellor's personal growth journey.
- ✚ Experience enhanced cultural sensitivity and respect for diversity as it relates to communication and counselling processes.
- ✚ Understand and discuss introductory concepts, professionalism, and practices related to the counselling processes and profession as a whole.

Canadian Centre for Substance Abuse Core Competencies covered in this course:

| Technical Competencies: | Behavioral Competencies: |
|---|--|
| <ul style="list-style-type: none"> ✚ Counselling ✚ Crisis Intervention ✚ Diversity & cultural responsiveness ✚ Ethics & professionalism | <ul style="list-style-type: none"> ✚ Adaptability/flexibility ✚ Analytical thinking & decision making ✚ Client-centered change ✚ Client service orientation ✚ Diversity & cultural responsiveness ✚ Effective communication ✚ Ethical conduct & professionalism ✚ Self-care ✚ Self-management |

INSTRUCTIONAL METHODOLOGY AND ESSENTIAL LEARNING EXPERIENCES:

There are **two** components to this course:

- 1) The **class/lecture** component of the course will focus on conceptual and experiential understanding.
- 2) The **lab** component of the course will focus on skill development and the practice of effective communication, interviewing, and counselling skills.

Both components emphasize the use of self- and client- centered practices as the instruments through which the helping relationship is established. This means that both instructors and students are encouraged to reflect on and discuss how aspects of themselves influence the helping relationships they form.

- 1) **Class/Lecture** (3 hours/week): The lecture component explores basic concepts related to the counselling interview, the counsellor's journey, and the counselling process and profession as a whole. A high level of interaction among all members of the class is emphasized to maximize both personal and professional learning opportunities and enhance the process of counsellor training and education. Students are expected to attend class prepared to participate and discuss lecture topics, engage in course and class activities, complete the assigned readings, and to offer and accept constructive feedback and differences of opinion in a respectful manner. Lectures, small group activities, and discussions, role plays, experiential exercises, and video recordings are utilized within the class setting.
- 2) **Lab** (3 hours/week): The lab component is the heart of the course. The lab is the forum where students learn and practice basic communication, interviewing, and counselling skills. An emphasis on experiential exercises that enhance self-awareness and personal development is also an integral part of lab experiences. Digital video recording of students' skill practice sessions is used for instructional and evaluative purposes.

Attendance in the lab portion of the course is necessary and required for skill development, and will be taken by your lab TA. Students will be allowed one absence from lab; additional absences must be explained and accompanied by appropriate documentation (letter from physician, nurse, counsellor, etc.) to be submitted to your Lab TA. Failure to provide appropriate documentation for lab absences will result in a -5% penalty deducted from your total final grade for each subsequent unexcused absence.

General: To facilitate self-reflective learning and counsellor self-awareness, weekly journal entries are an opportunity for students to reflect on their experiences within the class, lab settings as well as within their personal life.

REQUIRED READINGS AND RESOURCES/MATERIALS:

Ivey, A.E., Ivey, M., & Zalaquett, C.P. (2014). *Intentional interviewing and counselling: Facilitating client development in a multicultural society* (8th ed.). Belmont, CA: Brooks/Cole.

Scholarly articles assigned as appropriate.

Students are also required to provide:

- 1) One journal for recording written reflections on self-awareness and learning experiences.
- 2) At least one 4 GB flash drive for computer use (for submitting assignments).
- 3) One memory card for the camcorders (for recording lab counselling session. Please bring to each lab). Memory cards for purchase are available at almost any electronic store (e.g., London Drugs, Future Shop, Best Buy, Visions, etc.). The specifications you want to tell the salesperson are:
 1. SDHC type memory card
 2. At least 4 GB
 3. "Class 4" type memory card.

Additional Recommended Readings/Resources:

Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7th ed.). Belmont, CA: Thomson Higher Education.

Cormier, S., Nurius, P.S., & Osborn, C.J. (2009). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavior interventions* (6th ed.). Belmont, CA: Brooks/Cole.

Greenspan, M. (2004). *Healing through the dark emotions: The wisdom of grief, fear, and despair*. Boston: Shambhala.

Harms, L. & Pierce, J. (2011). *Working with people: Communication skills for reflective practice (Canadian Ed.)*. Don Mills, ON: Oxford University Press Canada.

O'Hara, A., Weber, Z., & Levine, K. (2010). *Skills for human service practice: Working with individuals, groups, and communities (Canadian Ed.)*. Don Mills, ON: Oxford University Press Canada.

Shebib, B. (2011). *Choices: Interviewing and counselling skills for Canadians* (4th ed.). Toronto, ON: Pearson Canada.

Young, M.E (2009). *Learning the art of helping: Building blocks and techniques* (4th ed.). Columbus, Ohio: Pearson Education Inc.

TENTATIVE CLASS SCHEDULE:

| Lecture Schedule | Readings | Due Dates | Lab Schedule |
|---|---|-----------|---|
| <p>Week 1 – Sept. 9</p> <ul style="list-style-type: none"> • Introductions • Review of course syllabus and assignments • The Counsellor’s Journey: Part 1 | <p>Ivey, Chapters 1 & 2</p> <p>Course Outline</p> | | <p>Week 1 – Sept. 9 & 15</p> <ul style="list-style-type: none"> • Introductions • Review lab structure, lab schedule, assignments and expectations. <p>Check-in:</p> <ul style="list-style-type: none"> • Passions, inspirations, goals <p>Skill Development:</p> <ul style="list-style-type: none"> • Digital video recording equip • Natural interviewing style |
| <p>Week 2 – Sept. 16</p> <ul style="list-style-type: none"> • The helping relationship • Client centered counselling and Interviewing (Micro skills approach) • Counsellor as person and professional | <p>Ivey, Chapter 3</p> | | <p>Week 2 – Sept. 16 & 22</p> <ul style="list-style-type: none"> • Process of giving and receiving feedback • Lab ethics, safety, comfort, respect: group guidelines and consent. <p>Check-in</p> <ul style="list-style-type: none"> • Beingness, mindfulness, and compassion. <p>Skill development:</p> <ul style="list-style-type: none"> • Creating a therapeutic environment and building rapport • Debriefing: Giving and receiving feedback |

| Lecture Schedule | Readings | Due Dates | Lab Schedule |
|---|--|--|--|
| Week 3 – Sept. 23 <ul style="list-style-type: none"> Active Listening and Attending behavior Multiculturalism and diversity Ethnographic interviewing | Ivey, Chapter 5 | | Week 3 – Sept. 23 & 29 Check-in: <ul style="list-style-type: none"> Cultural sensitivity and personal bias/values Skill Development: <ul style="list-style-type: none"> Attending Self-awareness and splits Practice counselling sessions |
| Week 4 –Sept. 30 <ul style="list-style-type: none"> The art of Questions Stages of Change and client-centered motivational interviewing | Ivey, Chapter 4 | | Week 4 – Sept. 30 & Oct 6 Check-in: <ul style="list-style-type: none"> Personal gifts and challenges, part 1 Skill Development: <ul style="list-style-type: none"> Asking questions Practice counselling sessions |
| Week 5 – Oct. 7 <ul style="list-style-type: none"> Client observation skills Transference/counter transference The Counsellor's Experience | Ivey, Chapter 6 | | Week 5 – Oct. 7 & 13 No labs Oct. 7 & 13 Due to Thanksgiving. (no journal entry required for this lab) |
| Week 6 – Oct. 14 <ul style="list-style-type: none"> Encouraging, paraphrasing, summarizing Client issues, rights and responsibilities | Ivey, Chapter 7 Greenspan article | | Week 6 – Oct 14 & 20 Check-in: <ul style="list-style-type: none"> Authenticity and Incongruence Review Assignment #3 Skill Development <ul style="list-style-type: none"> Focusing the interview Paraphrasing, Summarizing, Encouraging Practice counselling sessions |
| Week 7 – Oct. 21 <ul style="list-style-type: none"> Observing & reflecting feelings Dark emotions Emotional literacy and trauma | Shuster 1979 Article | Journal #1 due in your lab for this week (11 entries + summary) | Week 7 – Oct. 21 & 27 Check-in: <ul style="list-style-type: none"> Emotional challenges Skill Development: <ul style="list-style-type: none"> Identifying Emotions Shifting client domains (cog, affect, sensory) Practice counselling sessions |

| Lecture Schedule | Readings | Due Dates | Lab Schedule |
|--|-----------------------------|--|--|
| Week 8 – Oct. 28 <ul style="list-style-type: none"> • Advance empathy • Reflecting feelings cont. • Trauma and vicarious trauma | Ivey, Chapter 11 | Assignment #3 – due in your lab for this week | Week 8 – Oct. 28 & Nov 3 Check-in: <ul style="list-style-type: none"> • Roles & shadows • De-brief Assignment #3 Skill development: <ul style="list-style-type: none"> • Here and now work, and sitting in emotions. • Practice counselling sessions |
| Week 9 – Nov 4 <ul style="list-style-type: none"> • Helping clients exploring meaning and beliefs • Positive asset search | Ivey, Chapter 8, 9,10 | | Week 9 – Nov. 4 & 10 Check-in: <ul style="list-style-type: none"> • Meaningful life events that have shaped/changed my life Skill development: <ul style="list-style-type: none"> • Reflection of meaning • Advanced empathy • Practice counselling sessions |
| Week 10 – Nov. 11 Remembrance Day: No Lecture | | | Week 10 – Nov 11 & 17 No lab Remembrance Day, Nov. 11 only Lab still on Nov 17 |
| Week 11 – Nov. 18 Midterm exam (Chapters 1-11, Ivey, class lectures and readings) | | | Week 11 – Nov. 18 & 24 Check-in: <ul style="list-style-type: none"> • Personal Gifts and Challenges, part 2 Skill Demonstration: <ul style="list-style-type: none"> • Confronting and focusing • Practice counselling sessions |
| Week 12 – Nov. 25 <ul style="list-style-type: none"> • Putting it all together • Advanced Counselling Skills (confronting and focusing) • The Counsellor's Journey: Part 2 • Ethical considerations | TBA | | Week 12 – Nov. 25 & Dec 1 Check-in: <ul style="list-style-type: none"> • Reflecting upon the past semester and personal experiences • Review Assignment #4 Skill Demonstration: <ul style="list-style-type: none"> • Practice counselling sessions • Dec 1 lab: wrap up and closing |

| Lecture Schedule | Readings | Due Dates | Lab Schedule |
|---|----------|--|--|
| Week 13 – Dec. 2 <ul style="list-style-type: none"> Advanced Counselling Skills (confronting and focusing) Counsellor Self-Management, Self-care and Burnout Suicide and Crisis Intervention Wrap-up | TBA | Journal #2 – due DEC 4 this week (12 entries + summary) Assignment #4 Due Tuesday, Dec. 12 by 4:00 p.m. | Week 13 – Dec. 2 only <ul style="list-style-type: none"> Wrap-up/closing |

COURSE EVALUATION:

| Course Assignments | Weighting | Due Date |
|---|-----------|--------------------------|
| Assignment 1: Class Midterm | 25% | Week #10 (Nov 18) |
| Lab Assignments | Weighting | Due Date |
| Assignment #2: Reflective Practice Journals (2 x 15% - total 30%) | 15% | Week #7 (Oct. 21/27) |
| | 15% | Week #13 (Dec. 2/8) |
| Assignment #3: Skill Demonstration & Analysis | 20% | Week #8 (Oct. 28/Nov. 3) |
| Assignment #4: Skill Demonstration & Interpretation | 25% | Week #14 (Dec. 12) |

Please Note: Evaluation criteria for each assignment will be provided and reviewed on the first day of class.

Description of Assignments

1. Class Assignments:

Assignment #1 In-class midterm exam worth 25%:

To help you familiarize yourself with and master the material for the course there will be a midterm exam. This exams will be held on The format of the exam will consist of multiple choice and matching questions, and will be based on lecture material and assigned readings. **Exam will be given in class on November 18, 2014.**

2. Lab Assignments:

Assignment #2: Two reflective practice journals worth 15% each (30%):

Students are expected to write two journal entries per week throughout the duration of the course. Entries should reflect on the student's responses to lecture content, readings, and lab experiences. Emphasis should be placed on skill development, personal growth and self-awareness as a developing counsellor. Students are expected to integrate theory with insights relating to self-awareness and subjective experiences within the class, lab, and personal life settings. Journals will be read and evaluated by the lab instructor and kept confidential, except for the purpose of supervision with the course instructor.

Journals will be submitted twice for marking and are due in the labs during week seven (**October 21/27, 2014**) and week thirteen (**December 4, 2014**). Each submission will include a one-page summary of the most powerful insights and learning experiences to date.

Assignment #3: Skill Demonstration and Analysis (20%)

In the lab, students will:

- 1) Produce a 15-minute digital video recording of a practice session working with someone who is experiencing some kind of concern or problem in their life, using skills learned to date; and
- 2) Transcribe and analyze 10 consecutive minutes that reflect the most effective part of that session.

The transcript, along with the digital video recording, will be submitted to the lab instructor during lab week eight (**October 28 and November 3, 2014**).

Assignment #4 Skill Demonstration and Analysis (25%)

In the lab, students will:

- 1) Produce a 20-30 minute digital video recording of a practice session working with someone who is experiencing some kind of concern or problem in their life; and
- 2) Transcribe and analyze 15 continuous minutes of the most effective part of that session.

The transcript analysis, along with the digital video recording, will be submitted to the lab instructor by 4:00 p.m. on Friday, December 12, 2014.

Assignments are to be handed in at the beginning of class/labs on the due date. Students are responsible for noting when assignments are due.

Please Note: Further details of each assignment will be provided and reviewed on the first day of class.

LATE ASSIGNMENTS:

Late assignments will receive a 5% penalty of total assignment mark per day late unless alternative arrangements have been made with the instructor **prior to the assignment's due date**. Please ensure that you have carefully reviewed the marking guide that corresponds to each assignment.

GRADING SCALE:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

| Letter | | GPA | Percent | Letter | | GPA | Percent |
|--------|-----------|-----|----------|--------|--------------|-----|----------|
| A+ | | 4.0 | 95-100% | C+ | | 2.3 | 71-74.9% |
| A | Excellent | 4.0 | 91-94.9% | C | Satisfactory | 2.0 | 67-70.9% |
| A- | | 3.7 | 87-90.9% | C- | | 1.7 | 63-66.9% |
| B+ | | 3.3 | 83-86.9% | D+ | | 1.3 | 59-62.9% |
| B | Good | 3.0 | 79-82.9% | D | Poor | 1.0 | 55-58.9% |
| B- | | 2.7 | 75-78.9% | F | Fail | 0 | 0-54.9% |

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

ACADEMIC HONESTY:

It is the responsibility of each student to be familiar with the academic regulations contained within the University Calendar. Consequences of academic and non-academic offenses are highlighted under Part 4 – Academic Regulations, Policies and Program Requirements, section 4.2 – Student Discipline Policy.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

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The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

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