

# SIMON FRASER UNIVERSITY

S.81-108

## MEMORANDUM

Members of Senate

From Office of the Dean of Graduate Studies

Subject New Graduate Course, Educ 874-3

Date May 22, 1981

MOTION: That Senate approve and recommend approval to the Board, as set forth in S.81-108 - New Graduate Course, Educ 874-3.

This course was approved by the Executive Committee, Senate Graduate Studies Committee on April 27, 1981.

Bryan P. Beirne  
Dean of Graduate Studies

mm/  
attach.

CALENDAR INFORMATION:

Department: Education Course Number: 874

Title: Counselling Skills and Strategies

Description: See attached page

Credit Hours: 3 Vector: Each Fall Prerequisite(s) if any: \_\_\_\_\_

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 8-10 When will the course first be offered: 1981-3

How often will the course be offered: One time each year, in the fall.

3. JUSTIFICATION:

See attached page

4. RESOURCES:

Which Faculty member will normally teach the course: Course will rotate between Hiebert, Martin, Marx

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course
- c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date 3 Febr 1981

Faculty Graduate Studies Committee: \_\_\_\_\_ Date \_\_\_\_\_

Faculty: [Signature] Date 31/2/28

Senate Graduate Studies Committee: [Signature] Date 15 May 81

Senate: \_\_\_\_\_ Date \_\_\_\_\_

## JUSTIFICATION

We feel that it is the professional responsibility of counsellor educators to ensure that students develop minimal competency in basic counselling skills prior to intensive immersion in a practicum setting. Our present course sequence makes this very difficult.

The current counselling practicum courses of Education 811 and 812 provide sufficient time for the practice of counselling skills, procedures and strategies in a professional context. However, there is little time for their initial acquisition. The five-hour clinical seminar attached to these two courses must deal with the exigencies of the practicum setting, such as case consultation, case management and the implementation of specific counselling skills, procedures and strategies. Further, these seminars are concurrent with the practica, and it is difficult to provide the initial acquisition of prerequisite counselling skills coincident with immersion in the practicum setting. Therefore, we are preparing a new course (874) to provide training in basic counselling skills, procedures and strategies.

The proposed course (874) would contain two components:

- (1) An intensive 3-day residential workshop in early September which would focus on the acquisition and practice of basic soliciting and reacting skills. This workshop would entail 20 hours of instruction.
- (2) Five weekly 5-hour follow-up sessions to provide specific focus on structuring skills, procedures and intervention strategies.

This portion of the course would consume 25 hours of instruction. The latter phase of the course would occur concurrently with the initial orientation phase of the 811 practicum placement.

## COURSE OUTLINE

The course content will be divided into two areas: instructional skills and instructional strategies. The former are regarded as basic generic counselling skills necessary in counselling encounters. Instructional strategies are combinations of various basic skills designed to facilitate client change.

The three basic goals of the course are:

- (1) To secure a theoretical understanding of basic skills and strategies;
- (2) To gain practice in the application of these skills and strategies within a micro-counselling setting;
- (3) To develop a framework within which to evaluate the applicability of various skills and strategies to discrete counselling interactions.

### I. Instructional Skills

A. Structuring Skills. These basic generic skills organize and provide focus to counselling sessions in order that effective and relevant procedures to change the clients behavior may be initiated and properly evaluated.

1. Providing an overview of counselling session(s)
2. Setting and stating objectives
3. Structuring the physical setting
4. Set induction
5. Demonstrating
6. Giving information
7. Summarizing
8. Giving instructions

Course Outline.....2

B. Soliciting. This group of basic skills focus on encouraging client involvement and activity.

1. Questioning
2. Declarative probing
3. Confronting
4. Describing and expressing feelings
5. Prompting/leading
6. Encouraging client accountability

C. Reacting. This skill cluster provides a variety of ways for the counsellor to respond and give feedback to both verbal and nonverbal behavior of clients.

1. Nonverbal responding
2. Paraphrasing verbal content
3. Reflecting meaning
4. Reflecting affect
5. Clarifying
6. Perception checking
7. Post response wait time
8. Incorporating client responses
9. Descriptive praise
10. Informational feedback
11. Self-disclosure

II. Instructional Strategies

A. Procedures

1. Assessment procedures
2. Conducting the initial interview
3. Terminating interviews
4. Redefining objectives

Course Outline.....3

5. Conducting a case conference

6. Evaluating client progress

B. Intervention Strategies

1. Modelling (both symbolic and participant)

2. Meditation and relaxation training

3. Cognitive intervention strategies

4. Self-management programs