



Course Outline

Social Work Diploma Program

SOWK 110 A
Introduction to Human Services and Basic Counselling
Fall Term, 2012

3 CREDITS
3 HOURS PER WEEK

INSTRUCTOR: Sarah Buller

**SOCIAL WORK
DIPLOMA PROGRAM
SOWK 110A**

INTRODUCTION TO HUMAN SERVICES AND BASIC COUNSELLING

COURSE OUTLINE

Instructor: Sarah Buller BA, BSW, MSW, RSW
Office Number: S113D
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Office Hours:

M: 1:00-2:00 pm
T: 12:00-1:00 pm
W: 5:00-6:00 pm
T: 10:00-11:00 am
F: 12:00 -1:00 pm

HOURS OF INSTRUCTION: Mondays 10:00-1:00

LOCATION: S233

COURSE DESCRIPTION

This course will introduce the student to the broad range of opportunities available in the Human Services field. Additionally, the course will introduce the student to the fundamentals of basic counselling providing them with some skills and knowledge to prepare them to enter into a professional helping role. As an introductory course, we will discuss skills of interpersonal communication as well as techniques used in the helping interview. Traditional Aboriginal helping methods and Western counselling theories will be examined.

LEARNING OBJECTIVES

This course will introduce students to basic counseling skills and the role of the helping profession in the context of social work practice.

REQUIRED RESOURCES

Corey, M. & Corey, G. (2007). *Becoming a helper (5th Edition)*. Pacific Grove, CA: Brooks/Cole.

Shostrom, E. L., (Director/Producer). (1986). *Three approaches to psychotherapy: Part 1: Hans Strupp; Part 2: Donald Meichenbaum; Part 3: Aaron T. Beck*. Psychological & Educational Films. California.

Bearspaw Media Productions. (Producer). (2006). *Identity(DVD)*. Edmonton, AB: Native Counselling Services of Alberta

LEARNING OUTCOMES

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

1. Understand how their values and beliefs impact their practice
2. Describe characteristics of effective helpers
3. Identify fundamental techniques used in the helping interview
4. Identify and understand commonly used mainstream counselling theories
5. Identify traditional and contemporary ways of helping and healing
6. Demonstrate awareness and understanding of acculturation differences
7. Identify differences in communication style
8. Demonstrate basic counselling skills
9. Describe the elements of a holistic helping orientation

This course will touch on topics that maybe of a sensitive nature to some participants and may trigger some traumatic memories. Time has been set aside at the end of each day for students to debrief as a class. Debriefing will take the form of discussing the topics objectively and non-judgmentally, in an environment of learning and change. However, it is recommended that a student who continues to experience discomfort in the course, discuss his/her feelings with the instructor to address any residual issues which may impact on his/her ability to either complete his/her course or program.

EVALUATION

Assignment One	Oct. 15	20%
In Class Exam	Nov. 5	25%
Journal	Dec. 3	25%
Final Exam	TBD	25%
Participation		5%
TOTAL		100%

1. Assignment One: Journaling: Who Am I as a Helper?

20%

Reflective writing assignments are an opportunity for the students to access, analyze, and review his/her learning and personal growth as he/she enters the field of Human Services. The text has questions for that purpose at the end of each chapter. The questions grow out of the major points developed in the chapter. Once you have read the chapter, commit yourself to completing the selected question. Using “I” statements to express your thoughts, feelings, and what you have learnt through your life and within the course. Your writing should be free-flowing and unedited. Write whatever comes to mind rather than censoring your thoughts and the flow of your writing.

- a. Chapter One, page 36, Question 7: Write about your main motives for wanting to be a helper. How do you expect your needs to be satisfied through your work? Write about factors that have influenced your conception of what it means to be a helper. Who are your role models? What kind of helping did you receive? What are the attributes of an ideal helper? What are your personal strengths that might help you as a helper? How realistic are your expectations about what you will be doing as a helper? What are the factors that are helping you to choose a career path?
- b. Ask a helper whom you know about his or her motivations for becoming a helper and for remaining in the profession. What does this person get out of helping clients?
- c. Chapter Two, page 62, Question 3: Write about the kind of learner you see yourself as being. What does this concept of active learning imply to you? How can you become a more active learner as you read this book and take this course? Write about the ideal kind of fieldwork experience you would like to obtain. What can you do to get the kind of field placement? If you are already in a field placement, write briefly about the work you are doing. What are your reactions to the staff at the agency? How are you being affected by your clients? Are any personal issues emerging as a result of your work with clients? What are you learning about yourself?
- d. Chapter Three, page 95, Questions 1-8: Interview your grandparents/parents, aunt uncles, cousins and any others who knew you well while you were growing up...to get a fuller picture of you growing up. What does each person remember about you growing up? Can you detect any themes in what the people you interview recall about you?
- e. Chapter Four, page 122, Question 2, and 3; reflect on the kinds of defensive behaviour that you see within yourself. How open are you to accepting your limitations? If you were a client in counselling, what defences to changing do you imagine that you might develop? What do you think it would be like if your clients were very much like you? Talk with a friend about this subject as a way of confirming (or contradicting) your view. What specific kinds of clients behaviours you would find most difficult to deal with in a helping relationship and why? What could you learn about yourself in terms of these reactions?

Due: Oct. 15 2012

2. Journaling Assignment Two: Who Am I as a Helper?

25%

Reflective writing assignments are an opportunity for the students to access, analyze, and review his/her learning and personal growth as he/she enters the field of Human Services. The text has questions for that purpose at the end of each chapter. The questions grow out of the major points developed in the chapter. Once you have read the chapter, commit yourself to completing the selected question. Using “I” statements to express your thoughts, feelings, and what you have learnt through your life and within the course. Your writing should be free-flowing and unedited. Write whatever comes to mind rather than censoring your thoughts and the flow of your writing.

- f. Chapter 6 page 180: Identify some of your key beliefs and assumptions that stand out after you have read this chapter, examine how you acquired these beliefs and assumptions, talk with someone you know who tends to hold similar beliefs, talk with someone who has a different perspective. What do you consider to be your major asset and your one major limitation? What role do your beliefs play in the manner in which you intervene in the lives of clients? How do your beliefs influence the suggestions you make to your clients? How are your beliefs the groundwork for the strategies from which you will draw in dealing with client populations?, As you review the stages of the Helping Process, ask yourself what you consider to be your most important tasks at each of the different stages. What are some of the challenges you may expect to face when working with people at each of these stages. For example will termination be a difficult process for you? Would you have difficulty appropriately sharing your life experiences with your clients? Might you have difficulty confronting clients? What can you do to develop the personal characteristics and skills you will need to effectively intervene at each stage of the helping process?
- g. Chapter 7: pages 215. Do what you can to discover how the ways your cultural roots have some influence on your thinking and behaviour today. After reading the chapter are you more aware of your attitudes and beliefs pertaining to cultural diversity? Write the strengths you see in yourself that will assist you in becoming a culturally competent helper. Write about any of your beliefs, values and assumptions that could inhibit your ability to make good contact with individuals who are culturally different from you. Review the checklist of knowledge, skills and awareness competencies and determine your level of proficiency in these competencies. What are some of the steps you may take to acquire these skills and knowledge?
- h. Chapter 8. 1-2. How might your values work for/against you? What is the source of your values? Under what circumstance might you be inclined in sharing your values with your clients? Can you think of situations where it may be counterproductive for you to do so? Choose a value that you hold strongly and challenge it.
- i. Chapter 10: What are some of the challenges you might face living and working on reserve? How will you be inclined to handle these situations? Give examples of a situation crossing boundaries and how it was handled by you or someone else.

- j. In doing this journal what did you learn about yourself? Your family? Your choice of career, your community, people in your life? How did you feel doing the journaling? Can this be an effective tool to use with your client? How would you start the process with the client? What if sensitive disclosures were made by the client how would you process this?

Due: Dec. 3 2012

3. Exams

1. In Class Exam reflecting Chapters 1-7: Multiple choice, short answers, essay. **25%**
Nov. 5 2012
2. Final Exam: All chapters not covered in exam 1, handouts, videos & class discussions. **25%**
Multiple choice, short answer, Exam will be held during final exam period (**Dec. 10-19**)

4. Participation

5%

Adult learners are self-directed. However, there are certain mandatory expectations of you as a student in this course and this includes daily attendance. Daily participation will optimize your learning experience. Your presence serves as an additional resource in the classroom, which lends itself to greater experiential learning for everyone. As well, consistent attendance and participation increase individual growth, group dynamics, develops professionalism and good personal work ethics. However, if you are unable to attend due to illness, it is the expectation that you will telephone or email at the earliest possible time to advise your instructor. You are also expected to keep current with the course website and get copies of any missed assignments or lectures whether posted to the website or not. Marking will be based on your attendance and individual participation including:

- Engaging positively in class discussions,
- Participation in all class activities individually, in pairs, or in groups,
- Demonstrating active listening skills,
- Demonstrating respect for others by listening and accepting each person's contribution to class discussions in a positive and supportive manner.

Students are expected to complete all assignments on time. You should come to class prepared to participate in discussions of the readings and participate in scheduled class activities.

ALL ASSIGNMENTS ARE DUE BY THE SPECIFIED DATE AND A LATE PENALTY OF 5% PER DAY WILL BE APPLIED TO LATE SUBMISSIONS.

GRADING SCALE

Descriptor	Alpha Grade	4.0 Scale	Percent
Excellent	A+	4.0	> 93.9
	A	4.0	87 – 93.9
	A-	3.7	80 – 86.9
Good	B+	3.3	77 – 79.9
	B	3.0	74 – 76.9
	B-	2.7	70 – 73.9
Satisfactory Progression	C+	2.3	67 – 69.9
	C	2.0	64 – 66.9
	C-	1.7	60 – 63.9
Poor	D+	1.3	57 – 59.9
Min Pass	D	1.0	50 – 56.9
Failure	F	0.0	< 50

In all programs at Keyano College the minimum course progression grade is C-.

PERFORMANCE REQUIREMENTS

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course. Please refer to the 2012-2013 Credit Calendar.

Late Assignments

Assignment are due on dates as assigned throughout the semester. Late assignments may not be accepted dependent on the nature of the work or may be subject to a 5% late penalty per day. If a student expects that an assignment will be late, he or she is urged to consult with the course instructor prior to the due date.

Student Preparation

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and/or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations
- Unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person

Penalties for academic offences may range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action. Please refer to the 2012-2013 Credit Calendar for more information:

[http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit\(2012-2013\).pdf](http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit(2012-2013).pdf)

Plagiarism

Plagiarism means submitting someone else's work as your own. For example, copying material from the Internet, a book or other source without acknowledging that the words or ideas are someone else's and not your own is plagiarism. If you copy an author's words, exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else's ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write. Please see the Student Rights and Responsibilities document, regarding Academic Misconduct:

[http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit\(2012-2013\).pdf](http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit(2012-2013).pdf)

Accommodation for Students with Disabilities

The College will provide reasonable accommodation to students with disabilities in order to promote academic success. If you require accommodation, contact the Learner Assistance Program (LAP) Office at 780-792-5608 to initiate the process for documenting, assessing and implementing your individual accommodation needs. In addition, tutoring services are available at the SKILL Centre.

Student Rights & Responsibilities

Students should consult the Keyano College Credit Calendar or online at:

[http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit\(2012-2013\).pdf](http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit(2012-2013).pdf)

IMPORTANT DATES TO REMEMBER

Sept. 4	Orientation Day, No classes.
Sept. 5	First Day of Classes
Sept. 11	Last day to add for academic programs
Sept. 18	Last day to drop courses for academic programs.
Sept. 21	Fall Awards Application deadline.
Oct. 8	Thanksgiving Day, College closed.
Oct. 12	Last day to withdraw with a 50% refund
Oct. 26	Last day to withdraw without academic penalty.
Nov. 12	Remembrance Day Holiday, No classes.
Nov. 27	Fall Awards Celebration
Dec. 7	Last day of classes for students in Certificate, Diploma, and University Programs
Dec. 10-19	FINAL EXAM PERIOD.

COURSE SCHEDULE

WEEK 1:	(Sept. 10)	Student and Course Introductions
WEEK 2:	(Sept. 17)	Readings: Chapter 1 & Chapter 2
WEEK 3:	(Sept. 24)	Readings: Chapter 3 and Chapter 4
WEEK 4:	(Oct. 1)	Readings: Chapter 5
WEEK 5:	(Oct. 8)	No Class: Thanksgiving
WEEK 6:	(Oct. 15)	Readings: Chapter 6 Assignment One Due
WEEK 7:	(Oct. 22)	Readings: Chapter 7 Exam Review
WEEK 8:	(Oct. 29)	Readings: Chapter 10 & 11
WEEK 9:	(Nov. 5)	EXAM- (Chapters 1-7)
WEEK 11:	(Nov. 12)	No Class: Remembrance Day

WEEK 12: (Nov. 19)

Readings: Chapter 8

WEEK 13: (Nov. 26)

Readings: Chapter 9

WEEK 14: (Dec. 3)

Readings: Chapter 12 & 13
Second Assignment Due



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Fall, 2012

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3 HOURS PER WEEK

Sarah Buller, Instructor

Date

Reviewed and approved by:

Vincella Thompson, Chairperson

Date

Guy Harmer, Dean

Date