



EFFECTIVE: MAY, 2008
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **May, 2007**

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

August 2007
November 2007
 E: **3**

C: **CODS 5122** D: **Counselling Skills for Persons with
 Co-Occurring Disorders - 1**

Subject & Course No.	Descriptive Title	Semester Credits
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F: Calendar Description:

This methods course examines the use of interviewing and counselling skills for working with people who have co-occurring disorders. Students will explore selected practice theories and methods for engaging and retaining this multi-barriered

M: Course Objectives / Learning Outcomes

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

1. **Understand professional behaviour**
Demonstrate knowledge of professional ethics and values.
Describe the importance of self-awareness and self-care in working with persons who have co-occurring disorders.
Identify skill strengths and limitations.
2. **Demonstrate counselling/interviewing skills.**
Demonstrate basic counselling and interviewing skills (active listening skills: attending, summarizing, paraphrasing, silence, asking questions, empathy).
Demonstrate ability to form purposeful counselling relationships
 - § core conditions of warmth, empathy, and genuineness
 - § negotiating counselling contracts.**Demonstrate ability to problem solve relationship difficulties**
 - § immediacy skills
 - § strategies for conflict resolution.**Demonstrate ability to selectively utilize skills based on purpose, client need, and phase of counselling.**
3. **Demonstrate ability to use Motivational Interviewing**
Demonstrate knowledge of the Stages of Change (Transtheoretical) Model
 - § identify stages of change (precontemplation, contemplation, preparation, action, maintenance).**Describe goals for each of the stages.**
Demonstrate strategies for working with clients at each of the stages.
Describe the fundamental principles and philosophy of Motivational Interviewing.
Demonstrate Motivational interviewing techniques (use of empathy, avoiding power struggles, working with resistance, working with ambivalence, eliciting change goals.)
4. **Demonstrate ability to use Cognitive-Behavioural Therapy (CBT)**
Describe basic principles of CBT.
Describe the use of CBT for persons with co-occurring disorders.
Identify maladaptive thinking patterns (perfectionism, splitting, magnification/catastrophizing, thought stopping, visualization, assertiveness training, problem solving techniques, relaxation training, and systematic desensitization.
5. **Demonstrate ability to use Brief Counselling (Solution-Focused) techniques. Describe the importance of the strengths approach**
Demonstrate techniques for empowering clients using the strengths approach
Demonstrate the use of short-term counselling strategies (exceptions to the problem, miracle questions, focus on solution, use of change language, scaling techniques).
6. **Working with Difficult Clients**
Identify strategies for conflict resolution.
Identify strategies for working with angry and potentially violent clients.

N: Course Content: The following global ideas guide the design and delivery of this course:

Effective counsellors need to develop multi-cultural competence that enables them to understand their clients' behaviour and worldview. At the same time, they must understand their own assumptions

Knowledge of the limits of one's competence is fundamental to professional practice.

Self-awareness regarding one's personal style, values, effect on others, skills, and the influence of r skilled com

Skill is necessary but insufficient for competent practice. Technical proficiency must bade, acceptance of a sic

Effective counsellors are able to draw from a wide range of skills customized to fit the needs of a "one-size fi

Effective counselling of clients with co-occurring disorders requires integration of psychiatric and substance abuse interventions rather than relying on the traditional approach of treating each disorder se

Problems for clients such as excessive anxiety or guilt can arise from faulty thinking (cognitive distortions) or negative interpretation. Moreover, people may pay too much attention to anxiety provoking stimuli rather than neutral or positive stimuli.

Behaviour is learned and therefore it can be unlearned.

Counselling encounters are typically time-limited, often for a single session or a brief encounter. Nevertheless, despite their brevity, these sessions can empower or support clients and lead them to problem management.

O: Methods of Instruction

Lecture

Group work