

EFFECTIVE: MAY 2004 CURRICULUM GUIDELINES

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	If Revision, Section	on(s)	l I	

M: Course Objectives / Learning Outcomes

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

1. Professional behaviour.

demonstrate knowledge of professional ethics and values

identify strategies for resolving ethical dilemmas

demonstrate knowledge of the difference between personal and professional relationship

identify skill strengths and limitations including awareness of the limits of one's expertise

2. Self-Awareness.

describe the importance of self-awar eness to the helping process

describe strategies for increasing self-awareness including establishing conditions for giving and receiving feedback

Relationship building skills.

define the characteristics of a counselling relationship

list the essential relationship-building objectives of each of the four phases of counselling

explain the importance of the core conditions of warmth, empathy, and genuineness $\,$

demonstrate core conditions in a helping interview

describe the counselling contract

demonstrate the ability to negotiate a counselling contract

define and demonstrate immediacy skills

4. Counselling/Interviewing Process.

identify counselling and interviewing skills

demonstrate ability to classify skills based on purpose, client need and phase of helping

x describe the circumstances where the use of a particular skill or strategy may be appropriate

identify non-helping behaviours

list the phases involved in the helping process - preliminary, beginning, action or work, ending

describe essential worker tasks and skills for each phase of helping

5. Counselling/Interviewing Skills.

6.

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

- Counsellors need to understand how cultural origin influences their clients' behaviour and worldview. Similarly, they need to be aware of how their own cultural past influences their assumptions and responses.
- 2. The development of a working relationship is central to the effective counselling of children and youth.
- 3. The elements of respect, genuineness and mutuality are core elements in the counselling process.
- 4. Counselling children and youth is holistic and systemic; it takes into account all aspects of the individual and all of his or her important systems.
- 5. Counselling children and youth is developmental. Success at any given stage is dependent upon the degree to which the tasks of the previous stage have been dealt with effectively.
- Counselling children and youth may be characterized as thematic, both in terms of the themes central to the life of a specific client and as related to the themes that are central to the life and work of the practitioner.
- 7. The process of counselling children and youth is aimed at the development of insight and understanding into self, others, and the relationship between self and others.
- 8. The process of counselling children and youth includes helping the client move from discussion or insight and understanding to action which will enable the client to interact more effectively with his or her important systems.
- 9. The process of child and youth care counselling is skill b is ski Tf0 Tc 0.7472 -1.1f the dg intwsh