

Justice Institute of British Columbia COURSE OUTLINE

Course Code: COUNS144

Course Title: Becoming Client-Directed Outcome-Informed in Practice

Prerequisite Courses:

Sponsoring Division: Community and Social Justice Division, Centre for Counselling and Community Safety

Previous Course Code & Title:

Course Effective Date:

# of Credits:	0.5
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Course Description:

Current research on counselling interventions indicates that counselling effectiveness can be significantly increased by emphasizing: the common factors involved in successful outcome, regardless of treatment models; the client's experience of the relationship with the counsellor (fit or alliance); and the client's experience of change (outcome or effect). This course has experiential and practice-based components, and explores how to use this client-directed outcome-informed approach to recognize and involve the client as the true agent of change.

Course Goal(s):

This one day, 7 hour course uses a research-based rationale to shift the emphasis of participants' practice from the treatment model (evidence-based practice) to one that emphasizes fit (alliance) and effect (outcome) – practice-based evidence. The course will also provide participants with an opportunity to explore current and potential supports and strategies to continue their process of integrating Client-Directed Outcome-Informed ideas into their practice.

Course Learning Objectives:

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

1. Describe the implications of prescriptive (diagnostic) and contextual (relational) models on counselling practice, recognizing the advantages of a contextual model in light of current research
2. Describe a rationale for increasing the emphasis on practice-based evidence – the importance of evaluating the client's experience of the fit (alliance) and effect (outcome) over fidelity to a treatment model.
3. Identify four groupings of factors contributing to successful outcomes and at least three ways to involve each grouping of factors into counselling practice.
4. Describe the importance of learning the client's theory of change and identify at least three ways to increase opportunities to learn the client's theory of change.
5. Describe the development and utility of the Outcome Rating Scale, and begin to implement the measure into their practice.
6. Describe the development and utility of the Session Rating Scale, and begin to implement the measure into their practice.
7. Identify a variety of current resources and strategies to support the on-going integration of Client-Directed Outcome-Informed ideas into their practice.

Course Topics/Content:

- Prescriptive (Diagnostic) Models vs. Contextual (Relational) Models
- Evidence-Based Practice vs. Practice-Based Evidence
- Accounting for Successful Outcomes: The Common Factors
- The Client's Theory of Change
- Being Outcome-Informed and The Outcome Rating Scale
- Being Client-Directed and The Session Rating Scale
- Implementation of the Measures
- From Implementation to Integration

Text and Resource Materials: Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Recommended:

Duncan, Barry L. (2005). *What's Right With You: Debunking Dysfunction and Changing Your Life*. Deerfield Beach, FL: Health Communications, Inc.

Duncan, Barry L., Miller, Scott D. & Sparks, Jacqueline A. (2004). *The Heroic Client: A Revolutionary Way to Improve Effectiveness Through Client-Directed Outcome-Informed Therapy* (Rev. ed.). San Francisco, CA: Jossey-Bass.

Duncan, Barry L. & Sparks, Jacqueline A. (2007) *Heroic Clients, Heroic Agencies: Partners for Change - A Manual for Client-Directed Outcome-Informed Therapy and Effective, Accountable, and Just Services* (Rev. Ed.). E-Book: ISTC Press.

Hubble, Mark A., Duncan, Barry L. & Miller, Scott D. (Eds.). (1999). *The Heart and Soul of Change: What Works in Therapy*. Washington, D.C.: American Psychological Association.

Miller, Scott D., Duncan, Barry L. & Hubble, Mark A. (1997). *Escape from Babel: Toward a Unifying Language for Psychotherapy*. New York: Norton.

Course Level:

x	First Year		Second Year		Third Year		Fourth Year
	Other (describe):						

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7.0			
Simulation/Lab	N/A			

Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	7.0			

Comments on Delivery Methods:

Related Program(s): (where applicable)

Credit Transfer exists at: (List Institutions with official transfer agreements and name equivalent courses)

Course Grading System:

Check the system that applies to this course:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input type="checkbox"/>	Pass/Fail	<input checked="" type="checkbox"/>	Credit/No Credit
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only	<input type="checkbox"/>	Not Applicable		

Passing Grade:	Credit Granted
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JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grade	Grade Points	% Range
A+	4.33	90-100
A	4.00	85-89
A-	3.67	80-84
B+	3.33	76-79
B	3.00	72-75
B-	2.67	68-71

Letter Grade	Grade Points	% Range
C+	2.33	64-67
C	2.00	60-63
C-	1.67	56-59
D	1.00	50-55
F	0.00	0-49

Evaluation Activities and Weighing: (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation:

100% attendance in all classes.

Active contribution in large and small group discussions and activities.

Other Course Guidelines, Procedures and Comments:

View the Justice Institute of BC Policies listed below at:

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy
Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

Academic Appeals Policy
Intellectual Property Rights Policy
Research on Human Subjects: Ethics
Student Records