

Justice Institute of British Columbia
COURSE OUTLINE**Course Code:** EP286**Course Title:** Teaching Problem-Solving Skills to Clients**Prerequisite Courses:****School:** School of Community and Social Justice**Division/Academy/Centre:** Centre for Counselling and Community Safety – Counselling and Capacity Building**Previous Course Code & Title:****Course First Offered:**

# of Credits:	0.5
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Course Description:

More effective problem solving skills can be learned and taught. Spending time with clients teaching them useful problem-solving skills is something tangible you can offer. Learn more about the role ten decision making styles play in how people approach problem solving. Identify key questions to explore and learn more about what to listen for when people describe their problems. Strengthen the specific skills that help foster in people the desire to more constructively solve their problems. Explore what problem solving strategies share and add one key question that is generally missing in many models.

Course Goal(s):

At the end of this 1 day, 7 hour course, participants will be able to use skills and strategies to teach their clients skills to constructively solve their own problems.

Learning Outcomes:

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

1. Discuss the importance of teaching problem solving
2. Identify why the approach to problem solving matters more than the problem being solved
3. Describe various problem solving strategies.
4. Describe how to create a problem solving environment that fosters problem solving.
5. Describe the essential question to ask clients as they describe the details of their problems.
6. Describe what to listen for when people are describing their problems and relate that to an effective problem-solving model.

Course Topics/Content:

- Creating the Problem Solving Environment
- Using Problem Solving Models
- Decision Making: Ten Styles
- Listening for the Focus
- Problem Solving: Key Questions to Ask

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

Required:

Recommended:

Course Level:

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

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

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:

Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

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

Comments on Evaluation Activities and Weighting:

100% attendance in all classes.

Active contribution in all small and large group work and activities

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

[://www.jibc.ca/programs-courses/jibc-calendar/academic-](http://www.jibc.ca/programs-courses/jibc-calendar/academic-)

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

Student Policies:

[://www.jibc.ca/programs-courses/jibc-calendar/student-](http://www.jibc.ca/programs-courses/jibc-calendar/student-)

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.