

Justice Institute of British Columbia COURSE OUTLINE

Course Code: EP508

Course Title: Becoming a More Effective Counsellor

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:	1.0
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Course Description:

In this course, participants explore verbal and non-verbal counsellor/client communications, review a process for reflecting feelings and thoughts, discuss how to use silence effectively, consider how to minimize boundary violations, and identify specific steps to ensure that clients are learning problem-solving skills. Topics include: 18 characteristics of effective counsellors; modelling congruency of thoughts, feelings, and actions; and differentiating between support, counselling, and therapy. Demonstrations, video clips, and discussions are used.

Course Goal(s):

At the end of the workshop, participants' awareness of their counselling style will be increased so that they are able to adjust their helping style to the person being helped, the context help is being offered in. Their skill at identify and maintaining a focus during the client contact will be upgraded. This will allow the counsellor to more successfully help their clients solve problems.

Learning Outcomes:

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

1. Describe what is influencing their counselling (helping) styles.
2. Describe the human behavioural system, the three stages of change and how to help clients focus on problem solving.
3. Describe the importance of strong boundaries for those working in the counselling (helping) role.
4. Describe twenty personal characteristics of effective counsellors.
5. Describe what is involved in counsellors using their current level of effectiveness and building their skills so that they are more effective.

Course Topics/Content:

- What are the various influences on counsellors' style of counselling (helping)?
- Expanding understanding of the relationship between communication skills and the challenges that are inherent in creating the counselling (helping) environment
- The human behavioural system and making changes.
- The importance of strong boundaries within the counselling relationship.
- Exploring what research says about the principles of helping.

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

- Handouts submitted by Instructor

- **Instructor Biographies:**

Elaine Stoll, BA, RCC, is a therapist and trainer working in private practice since 1989. She works with adults, couples, and youth. She facilitates a wide variety of support groups including violence and abuse issues. Elaine also provides professional development workshops within the non-profit sector. She is an accredited instructor in Choice Theory with the William Glasser Institute in Los Angeles, CA.

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	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

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 to small and large group discussions 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.

Communication, oral and written

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

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.

Problem solving

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

Interpersonal relations

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

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.