

## **Justice Institute of British Columbia COURSE OUTLINE**

**Course Code:** EP587

**Course Title:** Counselling Skills: The Art of Asking Effective Questions

**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:**

<b># of Credits:</b>	<b>1.0</b>
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### **Course Description:**

Counsellors and others in the helping role often ask themselves how they can use their limited time more wisely. Skilfully asking questions is not only an art but also an important aspect of their role. In this course, participants will explore the six essentials of asking good questions: how to ask well-timed questions, themes related to asking questions, discovering what your questioning style is and how to broaden it, making better use of time spent in the role of counsellor/helper, and why having good listening skills is not enough.

### **Course Goal(s):**

At the end of this 2 day, 14 hour course participants will be able to use questions more effectively making better use of time spent in the role of counsellor/helper.

### **Learning Outcomes:**

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

1. Describe the components of a good question.
2. Describe the six essentials of asking good questions
3. Discuss the direction questions take the client in.
4. Discuss how questions can facilitate the client to move forward.
5. Describe their questioning style and adjust it to accommodate various situations and clients.
6. Describe how to ask more purposeful questions.
7. Describe the role self-evaluation plays in asking effective questions.
8. Describe the role perception plays in asking and answering effective questions.
9. Describe how to broaden and deepen personal question styles

10. Describe how to engage more creatively and work more effectively with clients who are reluctant to answer questions.
11. Identify and listen for the themes people use to describe their challenges and difficulties.

**Course Topics/Content:**

- Beliefs about Motivation
- Having, Maintaining and Timing your Focus (using time well)
- Emotions – yours, theirs, yours and theirs
- Asking Effective Questions of each of the Client’s Four Resources
- Listening, Seeking Information , Retaining Perceptions
- Six Essentials for Asking Effective Questions
- Your Questioning Style and Your Personality

**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:**

<b>Delivery Methods</b>	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			
<b>Total Class Hours</b>	14.0			

**Comments on Delivery Methods:**

**Course Grading System:**

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		
<b>Passing Grade:</b>		Pass			

**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.