

**Department of Educational and Counselling Psychology and Special
Education**

UNIVERSITY OF BRITISH COLUMBIA

CNPS 362

Basic Interviewing Skills

(Generic Course Outline, 3 Credits, Delivery Method: In person)

This syllabus describes the requirements and procedures for CNPS 362. You are responsible for knowing this material, so please read carefully. Any changes will be announced in class. You will be responsible for any changes. Your continued enrollment in this course is your implicit agreement to abide by the requirements of this class.

Instructor	TBA	E-mail	TBA
Office	TBA		
Office Hours	TBA	Location	TBA

Prerequisites

None

Course Description

This basic counselling interviewing skills course is designed to train students in basic help-intended communication skills in order to increase their competence in empathic listening and responding for facilitating client self-awareness and self-exploration. This course is **not** intended to teach more advanced problem solving skills or more directive communication skills (e.g. job interviewing, survey questioning, information gathering).

This course will introduce students to communication theories and common practices in the counselling profession. Shebib's (2017) *Choices: Interviewing and counselling skills for Canadians* (6th ed.) will be used as the foundation for class discussion, however the content will move beyond this text. Social and cultural issues will also be discussed to increase student sensitivity to contextual factors that shape the challenges individuals face in their lives and that may impact the counselling process. Additionally, common counselling issues—including confidentiality, power differentials, counsellor bias, dual relationships and counsellor self-development —will be discussed.

Course Goals and Objectives

1. Increase student self-awareness on a personal and professional level.
2. Increase student understanding of helping in the counselling profession.
3. Increase student competence in the role of counsellor.
4. Increase understanding and skill in using counselling-specific interventions.

5. Acquire accurate empathic responding skills and demonstrate these skills in simulated counselling sessions with class peers.
6. Learn how to help a client engage in constructive self-exploration of self and personally relevant issues.
7. Demonstrate respect, empathy, and genuineness while interacting with others in the classroom and simulated counselling sessions.
8. Demonstrate an ability to engage in active listening and sustained attention during a simulated counselling interview.
9. Learn to include perception checking into active listening summaries to ensure information is being transmitted accurately.
10. Demonstrate an ability to use probing skills appropriately and timely to help take clients deeper when they are emotionally regulated.
11. Demonstrate respect for the diversity of people, an understanding of social justice issues and an ability to use inclusive and non-oppressive language.
12. Demonstrate awareness of self and others simultaneously, without losing track of the boundary between self and others.
13. Demonstrate knowledge of a philosophy of counselling.
14. Demonstrate the ability to give and receive feedback non-defensively.
15. Learn about, and engage in, professional and ethical conduct in class and during interviewing activities and feedback sessions with fellow students and the course instructor consistent with the CCPA Code of Ethics.

Special Course Considerations

Participation in this course requires that students *schedule time outside of the seminar to video-tape mock counselling sessions with their peers throughout the term. Students who cannot commit time outside of the scheduled seminar should not register for this course.*

Course Content/Overview

To achieve the objectives stated above, a variety of approaches will be used. These include: readings, lectures, video tapes, live modeling, experiential learning activities, systematic skills training, and student transcriptions of videotaped interviews.

In order to learn the required interviewing skills in this course, students will give one another opportunities to practice interviewing a student client. Emphasis will be placed on full participation and interaction in both the practice interviews as well as the class group. The main focus of the course is on skills training. The class will **not** develop into a therapeutic group for personal development.

In addition to learning to be an effective counsellor, students are expected to:

1. Act as a client who appropriately shares real personal concerns. As client, you agree to choose some personally meaningful issues and concerns that will form the basis of your interaction with your counsellor throughout the sessions. While this does not have to be a major "problem," it must be an authentic issue that is not superficial or trivial. It is the student client's responsibility to choose a concern to share with the

student counsellor. No one is forced to share something that they wish to keep private.

The first priority of the course is to create an opportunity for students to learn skills. Each student in his or her "client" role needs to select issues for discussion that they can present, discuss, and emotionally manage, in an effort to meet the "counsellor's" training needs.

2. Maintain *complete confidentiality* so that anything that is said in the class and associated activities groups will not go beyond the people involved, or be inappropriately discussed with other individuals in the class.
3. Come to class on time, having read the assigned material, prepared to begin work.
4. Keep all appointments with the instructor and fellow class members so that the learning experience will not be disrupted.
5. Whenever possible, if it is necessary to miss an interview appointment with another student, let the student know as well in advance as possible. Missed appointments must be made up.
6. Watch all tapes at home before the next class. All counselling sessions will be taped. Tapes watched at home are considered confidential. They should not be watched in the presence of other people or shown to other persons.
7. Transcribe three videotapes into typewritten form for review and evaluation by the instructor. Transcriptions must be done by the students themselves.
8. Show videotapes upon request to the instructor for supervision purposes at any time.

Required Readings

Shebib, B. (2017). *Choices: Interviewing and counselling skills for Canadians* (6th ed.) Toronto, Canada: Pearson Canada Inc.

Additional Recommended Readings

Canadian Counselling and Psychotherapy Association Code of Ethics (2007). Ottawa: CCPA.

Additional recommended readings and resources will be provided/assigned by the instructor throughout the course.

“Tentative” Class Schedule and Readings (subject to change at the instructor’s discretion)

Class	Topic/Activities	Reading/Assigned Exercises
#1	Introductions, course overview, Psychoeducational Research and Training Centre (PRTC) tour	Course Outline
#2	Helping Listening Speaking	<u>Text</u> : Preface pp xi – xxi, Ch. 1 pp 1-3, Ch. 2 pp 31-36 <u>Exercises</u> : Ch. 2 Concepts 1, 3 & 6. Homework questions assigned in class 1
#3	Speaking (cont’d) Active Listening Empathy	<u>Text</u> : Ch. 2 pp 57-61, Ch. 4 <u>Exercises</u> : Ch. 1 Concepts 4, 5 & 7
#4	Empathy Client-Centered Session Assignment 1 Due	<u>Article</u> : Rogers, C. (2007)
#5	Individual Feedback Interviews (20-30 min)	<u>NO CLASS: Individual Feedback Interviews with the instructor</u> <u>Please review readings and read ahead if you have time</u>
#6	Working with Empathy	<u>Text</u> : Ch. 2 pp 54-56, Ch. 6 pp 159-179
#7	Understanding Human Emotion, Meaning, and Empathy	<u>Text</u> : Ch. 6 pp 152-159
#8	The Helping Relationship Assignment 2 Due	<u>Text</u> : Ch. 3 <u>Exercises</u> : Ch. 3 Self-awareness 1 & 5
#9	Individual Feedback Interviews (10 - 15 minutes)	<u>NO CLASS: Individual Feedback Interviews with the instructor</u> <u>Please review readings and read ahead if you have time</u>
#10	Probing and Challenging Skills	<u>Text</u> : Ch. 2 pp 39-44, Ch. 3 pp 78-83, Ch. 5 pp 120-144
#11	Challenging Skills cont. The Counselling Process Goal Setting / Termination	<u>Text</u> : Ch. 2 pp 44-54, Ch. 3 pp 70-78, pp 83-87, Ch. 5 pp 144-151 <u>Exercises</u> : Ch. 3 Concepts 1, 2, 3 & 4
#12	Ethics and Diversity Process of Termination Saying good-bye	<u>Text</u> : Ch. 1 pp 3-30, Ch. 10 Read CCPA Ethics Code: http://ccpa-accp.ca/documents/CodeofEthics_en_new.pdf <u>Exercises</u> : Ch. 1 Concepts 6 <u>Homework</u> : Reflective ending exercise *** Final Assignment due”

Assignments and Evaluation Criteria

You will be evaluated in this course based on your own growth and skill development. Emphasis will be placed on self-improvement. Grades will be based on the demonstration of significant improvements in your counselling skills.

You are required to participate in ten simulated counselling sessions as a client (the first three may be 20-30 minutes in length; following that they should be 40-50 min. in length). These sessions will begin following the second class. It is expected that you will come to these sessions with a genuine and personally relevant concern. It is up to you to decide what to share – you will not be asked to share something that you wish to keep private. In the role of client your goal will be to create an opportunity for your peer to learn and practice skills. You are asked to use discretion and choose an issue for discussion that you are able to discuss and emotionally manage, which will meet your “counsellor’s” training needs.

As a counsellor you are required to participate in ten simulated counselling sessions. You will maintain confidentiality so that anything said in the session is kept private. This includes being careful about when/where you review your videos and work on your assignments.

Confidentiality. All recorded clips must be erased upon completion of the course. It is unethical to retain clips. You may wish to save the transcripts until after you receive your final grade, but you must black out all references that could identify your student client. No transcript may be shown to anyone other than the instructor or members of the CNPS 362 Committee.

Video Clip Analysis (90%)

There will be **three** assignments where students will be asked to submit clips of their counselling work. The details for these assignments will be discussed in class.

Assignment #1: (5%)

- Transcribe a 10 minute segment
- Choose a ten-minute segment of your best counselling work (i.e., where you are using your basic counselling skills)
- Self-reflection

Assignment #2: (25%)

- Transcribe a 10 minute segment
- Self-reflection

Assignment #3: (60%)

- Transcribe a 15-minute segment
- Self-reflection

Class Participation (10%)

We will work as a group to create a safe learning environment where what everyone has to share is valued and respected. As a participant in this course you will be invited to share only as much personal information as you feel comfortable.

Grading

Participation	10%
Assignment #1	5%
Assignment #2	25%
Assignment #3	<u>60%</u>
	100%

Grading Policies and Expectations

Participation: The grade for participation will be assessed based on the quality of participation in discussions, rather than to the quantity of student output in class. The extent to which you make yourself available to your peers for the videotaped sessions will also be taken into consideration in determining your grade for participation. Regular class attendance will also be taken into consideration in assigning a grade for student participation. Students who are concerned about their ability to meet the participation requirement should make arrangements to speak privately with the instructor early in the semester.

Readings: In order to gain the maximum potential from the learning environment, your task is to complete the assigned reading in advance and come to class prepared to share your impressions and interpretations, to raise pertinent questions and issues, and to remain open to the ideas and reactions of the other class members.

Written Assignments: All assignments should be typed according to the guidelines provided by the instructor. They must be submitted by the time and date they are due, in hard copy, at the beginning of class (no email versions accepted unless otherwise specified). Unless prior arrangements are made or evidence of medical problems is provided, a 5% penalty will be imposed for every 24 hours that the assignment is late, including weekends, beginning from 4.30 pm of the class date the assignment is due. If a doctor's note is provided, it must include a reason for why the assignment could not be handed in on time; a note that simply states that you went to see the doctor is not sufficient to waive the late submission penalty.

Attendance: Attendance and punctuality are expected. If you miss a class due to illness or for another unavoidable reason, you are responsible for informing the instructor via email, and catching up on the missed material for yourself. The instructor reserves the right to reduce a student's final grade for failure to attend all scheduled classes, for arriving late for class, and/or leaving class early unless prior arrangements with the instructor have been made.

ECPS Grading Policy for Undergraduate Courses

A+ (90-100%), A (85-89%), A- (80-84) Outstanding
 Demonstrates exceptional breadth and depth of understanding of the subject matter; demonstrates proficient use of existing research literature and exceptional analytic and critical thinking skills; articulates ideas especially well in both oral and written form; consistently makes strong, explicit connections between theory and practice; shows a high degree of creativity and personal engagement with the topic.

B+ (76-79%), B (72-75%), B- (68-71%) Good, Solid Work
 Demonstrates good breadth and depth of understanding of the subject matter; demonstrates good use of existing research literature and strong analytic and critical thinking skills; articulates ideas well in both oral and written form; at times, makes strong, explicit connections between theory and practice; shows some creativity and satisfactory personal engagement with the topic.

C+ (64-67%), C (60-63%), C- (55-59%) Adequate
 Demonstrates adequate breadth and depth of understanding of the subject matter; demonstrates ability to use existing research literature in general ways, and some indication of analytic and critical thinking skills; oral and written skills are adequate but need some work; occasionally makes connections between theory and practice, but ideas need to be developed further; few creative ideas and/or a low level of personal engagement with the topic.

D (50-54%) Minimally Adequate
 Breadth and depth of understanding of the subject matter are minimal; minimal use of existing research literature even in basic ways, and minimal indication of analytic and critical thinking skills; oral and written skills are barely adequate; minimal connections between theory and practice; minimal indication of creative thinking and/or a low level of personal engagement with the topic.

F (00-49%) Fail
 Breadth and depth of understanding of the subject matter are far from adequate; shows consistent misunderstanding of the core concepts of the course; work is extremely deficient or sub-standard.

UBC POLICIES

Plagiarism and Academic Honesty

Please take care to acknowledge your sources, including the Internet, using APA Style (American Psychological Association). Plagiarism, whether intentional or unintentional, is a form of cheating. An act of plagiarism can result in a failing grade for that assignment and a review of the student's previous assignments to assess for other instances of plagiarism. Pending the outcome of a review by the Department and University plagiarism can lead to a failing grade for the course and suspension from the

University. As defined within UBC Graduate and Postdoctoral Studies (<https://www.grad.ubc.ca/faculty-staff/policies-procedures/dealing-plagiarism-graduate-students>), and as outlined in the UBC Calendar, plagiarism is a serious “form of academic misconduct in which an individual submits or presents the work of another person as his or her own.” As a form of intellectual theft, plagiarism involves taking the words, ideas or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information see Plagiarism Avoided a booklet for students on plagiarism and how to avoid it
OR www.library.ubc.ca/home/plagiarism OR www.indiana.edu/~wts/pamphlets/plagiarism.shtml

UBC Policy on Academic Accommodation for Students with Disabilities

The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access University services, programs and facilities and to be welcomed as participating members of the University community. The University’s goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.

The University will provide academic accommodation to students with disabilities in accordance with the Human Rights Code (BC) and the Canadian Charter of Rights and Freedom. Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes.

Note: Please contact the instructor if you have any questions about these policies.

Updated April 1, 2017

Judith Daniluk, CNPS 362 Course Coordinator