



# ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo  
Department of Sexuality, Marriage, and Family Studies

**SMF 301**  
**Communication and Counselling Skills**  
**Fall 2018**  
**Thursdays, 11:30am-2:20pm, Room: SJ1 2009**

## **Instructor and T.A. Information**

**Instructor:** Dr. Toni Serafini  
**Office:** SH 2221 (Sweeney Hall)  
**Office Phone:** 519-884-8110 x28293  
**Office Hours:** Tuesdays, 1:00pm-2:00pm, or by appointment  
**Email:** tserafini@uwaterloo.ca

## **Correspondence with Instructor:**

It is best to contact me via email or to come see me in person during office hours. When emailing, please **include your first & last name and the course code in the subject line**. Please use a salutation (e.g., "Dear/Hi Dr/Professor Serafini or Toni") and closing (e.g., "Thanks/Regards your name") to open and close all emails.

Email responses: If you do not hear back from me within 48 hours (excluding weekends), please resend your message. This is NOT an indication that I am ignoring you; more likely, this suggests that I did not receive your email, or that it got 'lost' in my ever-expanding inbox (note: use of hotmail accounts sometimes results in messages flagged as spam. It is best to use your UW email address).

**Teaching Assistant (TA):** TBD

## **Course Description**

(From the UW Undergraduate Calendar):

This course is an examination and analysis of the theories and methods of communication as applied within the processes of individual, relational, and family consultation and counselling.

Prerequisites: One of SMF 101/206, 204, PSYCH 236; Level at least 2A.

Antireq: SOCWK/SWREN 220R

## **Course Goals and/or Learning Outcomes**

During our time together you will be invited to develop and/or enhance your interviewing and counselling skills, explore a number of theoretical frameworks as they relate to interviewing individuals within the context of family/romantic/peer/work relationships, and engage in a process of self-reflection related to the course material. The following is a partial list of the objectives for the course:

- To develop intentional interviewing and counselling skills. By the end of this course, you should be better able to identify and classify interviewing behaviours/skills and to perform these skills in an interview setting.

- To explore and analyze a range of theoretical approaches that provide different lenses through which to view individual and family dynamics as they relate to the development of interviewing skills.
- To develop your awareness of issues of power and diversity within the context of intersecting social locations, such as: culture, race, class, dis/ability, gender, sexual orientation, and religion or spirituality.
- To enhance your skills of critical self-reflection and self-awareness so as to facilitate your intentionality in the interview process.

***Please note that SMF 301 is not a “therapist-training” course.***

*This course does not provide the full range of theoretical and applied content necessary to become certified as a counsellor or therapist with any governing organization. **It offers an introduction to a specific skill-set that can be used across contexts to facilitate intentionality in an interview/helping setting.** These skills can be applied to areas/roles such as (but not limited to): public health and health promotion, crisis line work, child & youth work, medical personnel, business, education/teaching, guidance counselling, career counselling, or other counselling settings.*

### **Required Text**

Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th Edition). Pacific Grove, CA: Cengage Learning

### **Readings Available on LEARN**

Throughout the course, information about additional readings (if applicable) will be posted on the course management site, Desire2Learn (D2L or LEARN).

### **Course Organization**

This course contains two components: lectures and skill labs. There is a significant “applied” focus to this course that requires active participation during class time and an applied project outside of class.

Lecture: The lecture portion of the course will be divided into three areas: 1) presentation of a theoretical perspective or model, 2) presentation of an interviewing skill, and 3) discussion and demonstration of that skill. Interviewing skills will be presented sequentially; that is, **each new skill will build on prior skills.**

Skill Lab: This course is designed to help you to develop intentional interviewing skills that can be used in a helping context. Active engagement (or practice) with the skills is therefore worked into the course. The *Skill Labs* follow the lecture portion of the class and provide you with an opportunity to practice/apply that skill in an interview context (i.e., in-class small groups). The *Skill Lab* portion of the course provides you an opportunity to become aware of your natural helping ability as well as to develop and practice new skills. As such, participation in the *Skill Labs*, the applied portion of the class, is an essential and required part of the course.

## Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
In-class Test #1	October 18	15%
In-class Test #2	November 29	20%
Critical Reflection Papers	Sept. 13, Sept. 27, Oct. 25, Nov. 22	20%
Skill Lab Participation	ongoing	5%
Project 1: Conducting a Helping Interview	November 1	20%
Project 2: Analyzing Your Helping Interview	December 6	20%
Total		100%

*Note: Assignment outlines and rubrics will be posted on LEARN*

### In-class Tests (35% total)

Testing will consist of two (2) in-class tests conducted during class time. They are intended to assess knowledge and facilitate the integration of class material. A clear description of expectations will be presented prior to each test.

Test 1 is worth 15% of your final grade and covers material leading up to the test. Test 2 is semi-cumulative (i.e., includes the interviewing skills content covered over the entire semester, but only the theory content covered after the first test) and worth 20% of your final grade.

The tests will cover course material, including: assigned readings, films, lectures, and content generated in class discussions. The format of the tests may include a combination of multiple-choice, true/false, fill-in-the-blank, and/or short-answer questions.

#### **Test will only be rescheduled under very limited conditions; it is your responsibility to read and abide by the following:**

1. You must notify me prior to the test if you are unable to write at the scheduled time due to medical or religious circumstances (or at minimum the day of the test). **Students who fail to notify me will receive a grade of ZERO on the test.**
2. You must provide appropriate documentation (see UW Policy Regarding Illness and Missed Tests - a UW Verification of Illness [VOI] form must be submitted) in order to have a test rescheduled.
3. Rescheduling is at the discretion of the course instructor. VOI dates will weigh heavily in this decision (i.e., do not expect to write a make-up test one week after your VOI form has expired). Tests will typically be scheduled within 2 days of the date on the form.

### Critical Reflection Papers (20% total)

These critical reflection papers are designed to enable you to enhance your self-reflection and self-awareness skills, and to engage the course material in a critical manner. You will be asked to explore specific questions presented for reflection (four reflection papers total, each worth 5%).

A detailed assignment guide will be posted on LEARN and discussed in class. It is your responsibility to attend class and to ask questions of clarification. The assignment expectations will be provided (verbally and in writing); the onus is on you to seek clarification when/where needed (e.g., asking questions in class, or meeting with me during office hours).

### **Skill Lab Participation (5%)**

As the Skill Lab is essential to the development of the basic listening and interviewing skills, a grade will be given for your participation the activities therein. A combination of attendance, engagement, and skill-mastery will be evaluated.

### **Project – PART 1: Conducting a Helping Interview (20%)**

You will be asked to conduct and video-tape a short helping interview. You will then transcribe the interview and analyze it, with particular emphasis on recognizing and correctly classifying the interviewing skills learned in class, as well analyzing the content of the interview with a sensitivity to issues of power, privilege, and diversity. The quality of the interview itself will not be evaluated. Only your critical analysis of the interview will be evaluated.

A detailed assignment guide will be posted on LEARN and discussed in class several times throughout the term. It is your responsibility to attend class and to ask questions of clarification. The assignment expectations will be provided (verbally and in writing); the onus is on you, the student, to seek clarification when/where needed (in class or during office hours).

Video recorders will be available for your use and can be signed out through the SJU Library. You must present a your WATCARD in order to sign out the video cameras. Please note that late fines do apply.

### **Project – PART 2: Analyzing Your Helping Interview (20%)**

Here you will have the opportunity to critically examine your original interview and to prepare “alternative statements” that you feel would improve the interview if you had a chance to “do it over”. You will have additional interviewing skills at your disposal at this point in the term and will not have an opportunity to incorporate them into the original helping interview. For Part 2, you will be expected to take the analysis of the interview (both its content and process) to a deeper level than in Part 1. In doing so, you will be asked to draw upon the theory of intersectionality to critically examine the interview and the impacts that your alternative statements could make to the interview process, the ‘client’s’ issues or experiences, and your own experiences and perspectives.

A detailed assignment guide will be posted on LEARN and discussed in class several times throughout the term. It is your responsibility to attend class and to ask questions of clarification. The assignment expectations will be provided (verbally and in writing); the onus is on you, the student, to seek clarification when/where needed (in class or during office hours).

## **Assumptions Concerning Discussions and Activities in SMF 301**

1. Prejudices exist in many forms, including, but not limited to: racism, classism, sexism, heterosexism, ageism, able-bodyism, etc. These various “isms” affect the way we experience family life, relationships, and education; thus, they are important to keep in mind in the context of this course.
2. We all carry misinformation about our own group(s) as well as about members of other groups. This extends to what we are taught about individuals and families of various groups and the relationships within and between families and individuals.

3. We cannot be blamed or blame ourselves for carrying this misinformation, but we need to accept responsibility for actively pursuing new information, critically examining new information, and not perpetuating misinformation once we have learned otherwise.
4. It will be helpful if we agree not to blame others for the conditions of their lives. Assume that people, both in the families and groups we study and the members of this class, do the best they can with the resources they have.
5. We can share information about ourselves and our families with other members of the class to the degree we feel comfortable. We will not demean, devalue, or put down people for their experiences or perspectives.
6. We agree to actively combat stereotypes and myths about our own group(s) and other groups so that we can break down those things that stand in the way of group cooperation and understanding.
7. We agree to create an atmosphere of open discussion. This means that we will each actively contribute to creating an environment/place where people can feel free to express their ideas, even if others do not agree with their perspectives; a place where people can engage in dialogue about their differences; and a place where individuals can expect that comments they make be held in confidence.
8. As much as possible, we shall try to use the pronoun "I" when discussing our own beliefs and opinions. Be careful not to generalize comments to all members of a group, whether yours or someone else's group.

*(Adapted from materials by Dr. Carolyn Tubbs and Dr. Lisa Albrecht)*

## Course Outline / Class Schedule

Week	Date	Topic	Readings & Assignments Due
1	Sept. 6, 2018	- Introduction to the Course - Intentional Interviewing, Counselling, and, Psychotherapy	Introduction/Preface: pp. xviii-xx Chapter 1
2	Sept. 13, 2018	Themes: - Ethics, Multicultural Competence, Empathy and Wellness - Factors that Contribute to Client Change  Skill: Attending Behaviours	Chapter 2 Chapter 3 APPENDIX II (pp. 375-383)  <b>Reflective Paper 1 Due in Class</b>
3	Sept. 20, 2018	Theme: Family Systems Theory  Skill: Observation Skills	Chapter 4
4	Sept. 27, 2018	Theme : The Solution-Focused Approach  Skill: Questions and Open Communication	Chapter 5  <b>Reflective Paper 2 Due in Class</b>

Week	Date	Topic	Readings & Assignments Due
5	Oct. 4, 2018	Theme: Cognitive-Behavioural Approaches Skill: Encouraging, Paraphrasing, and Summarizing	Chapter 6
<b>Thursday, Oct. 11<sup>th</sup> NO CLASS</b>		<b>October 8<sup>th</sup> – Thanksgiving Day (no classes)</b> <b>October 9<sup>th</sup> and 10<sup>th</sup> – Fall Break Days (no classes)</b> * Oct 11 = Tuesday schedule; * Oct 12 = Friday schedule  <b>SMF 301: Thursday, Oct. 11<sup>th</sup> class (Week 6) will be held on Thursday, Oct. 18<sup>th</sup></b>	
6	<b>Oct. 18, 2018</b>	<b>PART 1: TEST #1</b>  PART 2: Empathy, Judgment, Power & Helping Interview	Test Material Chapters: 1, 2, 3, 4, 5, 6
7	Oct. 25, 2018	Theme: The Person-Centered Approach Skill: Reflection of Feeling	Chapter 7  <b>Reflective Paper 3 Due in Class</b>
8	Nov. 1, 2018	Theme: Importance of Context and Use of Genograms Skill: Focusing the Interview	Chapter 9 APPENDIX III (pp. 384-386)  <b>Project 1: Helping Interview Assignment Due in class</b>
9	Nov. 8, 2018	Theme: Conflict and Empathy Skill: Confrontation	Chapter 10
10	Nov. 15, 2018	Theme: Narrative Model and Ideas Skill: Reflection of Meaning	Chapter 11
11	Nov. 22, 2018	Theme: Power, Ethics and Self-Disclosure Revisited Skill: Influencing Skills and Strategies	Chapter 12 Chapter 13  <b>Reflective Paper 4 Due in class</b>
12	<b>Nov. 29, 2018</b>	<b>Final Test: IN CLASS</b>	
<b>Thursday, December 6, 2018</b>		<b>Project 2 DUE: Analyzing Your Helping Interview (submit to Toni's Essay Drop box - along with graded version of Part 1 - by 12 noon)</b>	

## **Late Work**

Hard copies of all assignments are **DUE AT THE START OF CLASS** on the date noted in the syllabus. Please note that they must be stapled and include page numbers. Any assignment submitted after the due date/time will be subject to a 10% penalty per day, including weekends. If you submit a paper late, **please send me an electronic copy to serve as a date-stamp, followed by a hard copy on the next business day.**

## **A Note on Plagiarism**

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as their own, may experience disciplinary action in the form of academic penalties. In order to avoid plagiarism, a student must adhere to the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced.\*
3. Every quotation requires a reference, including page number.\*
4. In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also, of course, be referenced (but no page numbers).\*

*\* Comments pertaining to the formatting of citations and references are consistent with the APA referencing style (APA, 6th Ed.)*

## **Electronic Device Policy**

In the spirit of creating a classroom environment conducive to listening and learning, I ask all students to restrict your laptop use during lectures to note-taking, and to silence your smartphones and other devices.

In a shared learning environment, Snapchatting, Instagramming, Tindering, Facebooking, Tweeting, texting, online shopping, and other such endeavours are distracting to other students and to the instructor.

Your respectful consideration of others is very much appreciated.

## **Attendance Policy**

Simple attendance will not be directly evaluated or monitored; however, academic success and achievement of the course goals are facilitated by strong attendance. Since this is not an online course, active engagement in the course components requires attendance. Note that active participation in the skills labs will be assessed, and attendance is, of course, a necessary condition for active participation.

## Important Information

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.