



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 2021 (Remote Teaching)

Synchronous Meet Time: Thursdays, 11:30am-12:50pm, Zoom

Instructor and T.A. Information

Instructor: Dr. Toni Serafini

Office: SH 2221 (Sweeney Hall)

Office Phone: 519-884-8110 x28293

Office Hours: By appointment (email to set a time)

Email: tserafini@uwaterloo.ca

Correspondence with Instructor:

It is best to contact me via email rather than telephone while the University has limited on-site teaching. 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. I include this note because I'm not a fan of emails that begin with "hey" and do not contain your name in the close.

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): N/A

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 how power operates in an interview setting, especially within the context of intersecting social locations, such as: race, culture/ethnicity, class, dis/ability, gender, sexual orientation, and religion or spirituality (among others).
- 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, health/medical services, 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 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 synchronous meeting times (see ZOOM link below).

“Lecture”: NOTE: Due to the pandemic and the shift to remote learning, all “lectures” will be provided **asynchronously** via **LEARN**. The powerpoint slides and associated video/audio will be uploaded to LEARN for your review prior to our Thursday meeting time. This “lecture” portion will be divided into two areas: 1) presentation of a theoretical perspective or model, 2) presentation and discussion of an interviewing 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* traditionally follow the lecture portion of the class; however, given the remote-learning environment, the Skill Lab will be conducted during our weekly meeting times on ZOOM. These Skill Labs provide you with an opportunity to practice/apply the skill(s) in an interview context (i.e., small groups), along with an opportunity to become aware of your natural helping ability, and 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**.

We will be meeting weekly, synchronously via ZOOM. Please use this link to join the zoom Skill Lab:

Topic: SMF 301 Weekly Skill Labs via ZOOM

Join: <https://us02web.zoom.us/j/5977018076?pwd=c2VFQVZa1Zvbm50RmlUV0FuM0dmdz09>

Meeting ID: 597 701 8076

Passcode: Toni2021

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Critical Reflection Papers	Sept. 24, Oct. 22, Dec. 10, 2021	30%
Skill Lab Participation	Ongoing (weekly)	5%
Project 1: Conducting a Helping Interview	October 29, 2021	25%
Project 2: Analyzing Your Helping Interview	December 6, 2021	20%
Take-home Final Test	December, 13, 2021	20%
Total		100%

Note: Assignment outlines/rubrics will be posted on LEARN

Take-Home Final Test (20% total)

The take-home test will assess your ability to integrate your learning across the term. You will be asked to draw on content from textbook readings, lecture slides, and any video/audio course resources to respond to the questions provided. This is an 'open book' test and you will receive the questions on December 10, 2021. Responses are due by 11:59pm on December 13, 2021.

More information will be provided on LEARN as the term unfolds.

Critical Reflection Papers (30% total; 3 @ 10% each)

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 (three reflection papers total, each worth 10%).

A detailed assignment guide will be posted on LEARN. The onus is on you to seek clarification when/where needed (e.g., asking questions during our synchronous class time, or contacting me directly).

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 in these activities. A combination of attendance, engagement, and skill-mastery will be evaluated.

Project – PART 1: Conducting a Helping Interview (25%)

You will be asked to conduct and video-record a short helping interview. You will then transcribe the interview (verbatim) and analyze it, with particular emphasis on recognizing and correctly classifying the interviewing skills learned in class, as well as analyzing the content of the interview with a focus on issues related to 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 during our synchronous meeting times. 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 by contacting me directly).

You will require access to a recording device, such as a smart phone, tablet, or computer with a camera to conduct the interview. Unfortunately, due to the University closure during the pandemic, a recording device cannot be provided for you. Please adhere to provincial public health guidelines and University of Waterloo policies when conducting the interview; be aware that you may need to conduct the interview electronically rather than in person.

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 now have an opportunity to incorporate them into the original helping interview. For Part 2, you will also 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 intersectionality framework (Crenshaw, 1989) to critically examine the interview and share your hypotheses about the interviewee’s situation 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. It is your responsibility to ask questions of clarification – 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; 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

***Note: Dates refer to the days preceding our synchronous meetings (up to 11:30am on the Thursday).**

Material must be reviewed prior to our synchronous meetings (to prepare for participation in the Skill Labs).

WEEK	DATE*	TOPIC	READINGS and ASSIGNMENT Due Dates
		Note: Lecture material should be reviewed prior to the weekly, synchronous class meetings on Thursdays from 11:30am to 12:50pm	
1	Week of September 8-10	- Introduction to the Course and one another - Intentional Interviewing, Counselling, and, Psychotherapy	Introduction/Preface: pp. xviii-xx Chapter 1
2	Week of September 13-17	Themes: 1. Ethics, Multicultural Competence, Empathy and Wellness 2. Factors that Contribute to Client Change Skill: Attending Behaviours	Chapter 2 Chapter 3 APPENDIX II (pp. 375-383)
3	Week of September 20-24	Theme: Family Systems Theory Skill: Observation Skills	Chapter 4 Reflective Paper #1 Due Friday, September 24 th (Dropbox by 11:59pm)
4	Week of Sept. 27 to Oct. 1	Theme : The Solution-Focused Approach Skill: Questions and Open Communication	Chapter 5
5	Week of October 5-8	Theme: Cognitive-Behavioural Approaches Skill: Encouraging, Paraphrasing, and Summarizing	Chapter 6 TIP: You may conduct your helping interview <u>after this week's Skill Lab.</u>
October 9 to 17		READING WEEK No classes	
6	Week of October 18-22	Theme: Empathy, Judgment, Power & the Helping Interview Skill Lab: Review and practice of existing skills Prepare for Helping Interview Project	See Lecture Notes. Reflective Paper #2 Due Friday, October 22, 2021 (Dropbox, 11:59pm)
7	Week of October 25-29	Theme: The Person-Centered Approach Skill: Reflection of Feeling	Chapter 7 Helping Interview Assignment (Part 1) Due Friday, October 29, 2021 (Dropbox, 11:59pm)

WEEK	DATE*	TOPIC	READINGS and ASSIGNMENT Due Dates
8	Week of November 1-5	<p>Note: Lecture material should be reviewed prior to the weekly, synchronous class meetings on Thursdays from 11:30am to 12:50pm</p> <p>Theme: Importance of Context and Use of Genograms</p> <p>Skill: Focusing the Interview</p>	Chapter 9 APPENDIX III (pp. 384-386)
9	Week of November 8-12	<p>Theme: Conflict</p> <p>Skill: Confrontation</p>	Chapter 10
10	Week of November 15-19	<p>Theme: Narrative Model and Ideas</p> <p>Skill: Reflection of Meaning</p>	Chapter 11
11	Week of November 22-26	<p>Theme: Power, Ethics and Self-Disclosure Revisited</p> <p>Skill: Influencing Skills and Strategies</p>	Chapter 12 Chapter 13
12	Week of Nov. 29- Dec. 3	<p>No synchronous (zoom) meet. Use this time to finalize your interview assignment (Part 2) due next week. (Note: December 8, 2021 is a Pre-Examination Study Day. No deadlines.)</p>	
<p style="text-align: center;">Final Assignment Submission Due Dates:</p> <p>Monday, December 6, 2021: Helping Interview Assignment Part 2 (Reviewing & Analyzing the Helping Interview) Due by (Dropbox by 11:59pm)</p> <p>Friday, December 10, 2021: Reflective Paper 3 (Dropbox by 11:59pm)</p> <p>Monday, December 13, 2021: Take-home Exam Due (Dropbox by 11:59pm)</p>			

Late Work

All assignments are due on the days/times specified in the syllabus and must be submitted to the LEARN Dropbox by 11:59pm. Any assignment submitted after the due date/time will be subject to a **10% penalty per day, including weekends.**

Note: in order to deal proactively with any 'internet issues' that may impede the submission of the assignment by 11:59pm the day it is due, please begin your attempt to upload to the Dropbox well in advance of 11:59pm 😊

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.)*

Attendance Policy

Simple attendance at the weekly ZOOM meetings will not be directly evaluated or monitored; however, academic success and achievement of the course goals are facilitated by *Skill Lab* attendance. Note that **active participation in the Skill Labs will be assessed**, and attendance is, of course, a necessary condition for active participation.

Important Information

OTHER IMPORTANT INFORMATION [REQUIRED LANGUAGE APPROVED BY SJU SENATE COUNCIL]

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

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,
www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-

[Grievances 20151211-SJUSApproved.pdf](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] 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 instructor, 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSApproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSApproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

Copyright and Course Material: Lectures and course materials, including power point presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owners of copyright for those materials they create. Students may take notes and make copies **for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of the Faculty Member.** Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site, the faculty member should ask for the student's written permission. (*Adapted from University of Maryland and Kings at the University of Western Ontario*).

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor and/or St. Jerome's University.

Intellectual property includes items such as:

- *Lecture content, spoken and written (and any audio/video recording thereof);*
- *Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides)*

- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

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Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for WRITTEN permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without express written permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).