



**CAMOSUN COLLEGE**  
*School of Health & Human Services*  
*Department of Community, Family & Child Studies*

**IMHA 511**  
*Therapeutic Relationships*  
Summer 2013

**COURSE OUTLINE**

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**Course Description**

This course involves the study and application of advanced communication and counseling skills and how to effectively use these skills to establish and maintain effective therapeutic relationships with clients who present with mental health and addiction issues. Students will learn the critical elements and skills required to develop rapport and build an effective client/counselor relationship.

*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

**Instructor:** Kristin Ross, B.A. CYC, M.A. Ed.  
**Office Hours:** Mon-Thur, 9am-4pm most weeks in July & August  
**Location:** WT 219  
**Phone:** 250-370-3203  
**Email:** kristin.ross11@online.camosun.ca

**2. Intended Learning Outcomes**

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

1. Demonstrate a theoretical understanding of the counseling process
2. Demonstrate the use of basic and advanced counseling skills
3. Be aware of various helping models that may be used in working with clients struggling with mental health, addiction or co-occurring disorders
4. Understand the impact of the therapeutic relationship in client change
5. Understand the counselor's role and responsibilities within the therapeutic relationship
6. Identify how their personal values, attitudes, and beliefs affect interactions and relationships

**3. Required Materials**

Egan, G. (2006). *Essentials of Skilled Helping: Managing Problems, Developing Opportunities*. Belmont, CA: Thomson Wadsworth.

Frankel, A. J., & Gelman, S. R. (2004). *Case management: An introduction to concepts and skills* (2nd ed.). Chicago: Lyceum Books, Inc.

Miller, W.R., Forcehimes, A.A. & Zweben, A. (2011). *Treating addiction. A guide for professionals*. New York: Guilford Press

Seligman, L. (2009). *Conceptual skills for mental health professionals*. CA: Pearson Educ. Inc.

**Recommended:** American Psychological Association. (2001). *Publication Manual of the American Psychological Association, Fifth Edition*. Washington, DC: American Psychological Association.

#### 4. Course Content and Schedule

Refer to Content Schedule as posted in D2L.

This course is delivered in a blended format with online (D2L) and in-class components, using interactive online discussions and practice-oriented assignments to facilitate the learning of course concepts.

In keeping with the principles of adult learning, this course uses a problem-based learning approach which allows students the opportunity to examine their own practice backgrounds, assess their existing skill set, and identify gaps in knowledge and/or practice expertise.

#### 5. Basis of Student Assessment (Weighting)

1. D2L Postings (5x5%)	25%
2. Helping Skills - demonstration & critique	
Baseline Video & Analysis	10%
Progressive Skill Analysis (4x5%)	20%
Final Video – Integration and Analysis (hardcopy)	25%
3. <i>Model of Helping</i> academic paper (hardcopy)	20%

Details of assignments will be provided online.

Assignments specified for online submission must be in Word or Open Office format; all written assignments must use APA style and format.

Students are responsible for maintaining a copy of all submitted work.

**All** assignments must be submitted and achieve a grade of **“B-” or higher** for successful completion of the course. This includes completion of **all** D2L postings and participation, and in-class activities and presentations.

#### Participation

Online and face-to-face learning activities are planned as a continuum for building the skills and knowledge required to meet the program competencies. Lack of online participation will be discussed with the student.

Evaluation of participation includes:

- Pre-class and pre-online preparation, including reading assignment materials
- Arriving at class and/or posting assignments and reflections on time; consistent attendance and/or online participation
- Constructive and appropriate comments in class and online
- Active participation in group work, classroom, and online activities
- Active and respectful listening in all learning environments
- Considerate behavior towards others

#### Late Policy

In exceptional circumstances, students may arrange with the instructor for an extension of an assignment before the due date. A professional’s note will be required.

Assignment components designated to be submitted in hardcopy and/or online in electronic format must be in by the time indicated. In fairness to all students, late assignments (including D2L postings) will be deducted 5% per day after the due time.

**6. Grading System: Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level has not been achieved	1
0-49	F	Minimum level has not been achieved.	0

**7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

**LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

**STUDENT CONDUCT POLICY**

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section. <http://www.camosun.bc.ca/policies/policies.html>

*The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>*