



IMHA 511
Therapeutic Relationships
Fall 2016

COURSE OUTLINE

Course Description

This course introduces learners to effective counseling skills and strategies to facilitate recovery and change. It includes the study and application of advanced communication skills to establish effective therapeutic alliances. The influence of personal values, beliefs, and effectual use of self are examined.

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.

1. Instructor Information

Instructor: Kristin Ross, B.A. CYC, M.A. Ed.
Office Hours: as posted or by arrangement with student
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. Critically reflect upon and identify the way in which personal values, beliefs, and social location affect interpersonal relationships and influence self in practice.
2. Demonstrate competence in the application of key micro-counseling skills.
3. Use effective counseling skills and strategies to facilitate recovery and change in all phases of a therapeutic alliance.
4. Demonstrate competence in the application and appropriate use of crisis intervention and solution-focused models.
5. Apply a collaborative approach to engage in all aspects of practice.

3. Required Materials

Egan, G. (2006). *Essentials of Skilled Helping: Managing Problems, Developing Opportunities*. Belmont, CA: Thomson Wadsworth.
Readings and Content modules provided online in DesireToLearn (D2L)

Recommended

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, Sixth 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 D2L and in-class components, using interactive discussions and practice-oriented assignments to facilitate the learning of course concepts.

Face-to-Face Components: Fri. Sept. 9th 12:00-2:50pm
Fri. Nov. 4th 9:00am – 12:00pm
Fri. Dec. 9th 9:00am - 5:00pm

Online Course Components: September 10th - December 8th

In keeping with the principles of adult learning, this course uses a challenge-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)

Submit as *indicated*: Dropbox by 11pm on the due date; hardcopy by 9am (start of seminar) on due date.

1. D2L Postings (5x3%)	Dropbox	15%
2. Helping Skills - demonstration & critique		
Baseline Video & Analysis	YouTube & Dropbox	10%
Progressive Skill Analysis (3x10%)	Dropbox	30%
Final Video & Presentation	usb drive	10%
Final Video Analysis	Dropbox & hardcopy	15%
3. Model of Helping Research Paper	Dropbox & hardcopy	20%

Details of assignments will be provided in D2L.

All written components must use APA style and format. Assignments specified for D2L submission must be in Word or Open Office format; assignments specified in hardcopy may be printed double-sided.

Students are responsible for maintaining a copy of all submitted work (D2L Locker is effective for work in progress and is accessible with any Internet connection).

All assignments must be submitted, including completion and participation in **all** D2L postings, in-class activities, and presentations.

Given the focus and content of the IMHA 511 course, all assignments must meet a minimum “C” level.

Students may be required to re-submit their work to demonstrate mastery of the skills and knowledge aligned with the assignment, to a minimum “C” level.

A final grade of “**B-**” or higher is required for successful completion of the course.

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 may be required.

Assignment components 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+	Minimum level has not been achieved	3
60-64	C	Minimum level has not been achieved	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>