

**COURSE NAME:** CJS160 Interviewing and Counselling Techniques

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Credit Value: 3  
Total Course Hours: 42  
Prerequisite Course(s): None  
Corequisite Course(s): None

## COURSE DESCRIPTION

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Following an examination of the nature, applications, and techniques of counselling and case management, participants will improve their counselling and interpersonal skills through discussions, practical exercises, and videotaped sessions.

## PLAR INFORMATION

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This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

## COURSE LEARNING OUTCOMES

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Upon completion of this course, the student will have reliably demonstrated the ability to:

- 1.0 Explain the relationship between the correctional counsellor's role and the mandate, policies, and practices of the correctional organization.
  - 1.1 Define the terms correctional counselling and correctional casework.
  - 1.2 Describe the broader goals of correctional counselling, including the following:
    - 1.2.1 Rehabilitation.
    - 1.2.2 Clinical treatment.
    - 1.2.3 Personal and social adjustment.
    - 1.2.4 Institutional safety and security.
    - 1.2.5 Respect for the law.
    - 1.2.6 Protection of society.
    - 1.2.7 Reduction of crime and recidivism.
  - 1.3 Discuss specific client-based goals of correctional counselling, including the following:
    - 1.3.1 Positive behaviour change.
    - 1.3.2 Good mental health.
    - 1.3.3 Improvement in problem solving.
    - 1.3.4 Improved personal effectiveness and self-image.
    - 1.3.5 Improved decision making.
  - 1.4 Name the network of stakeholders having a direct or indirect interest in the counselling process.
- 2.0 Identify the key attributes of a successful correctional counsellor and principles that should govern the counselling process.
  - 2.1 Explain the importance of individualizing the counselling process from both the client's and the counsellor's perspectives.
  - 2.2 Report personal qualities and skills of a counsellor which are likely to contribute to the success of the counselling process in a correctional setting.
  - 2.3 Outline personal qualities and behaviours of a counsellor which are likely to impede the counselling process in corrections.
  - 2.4 Examine the major principles that should govern the correctional counselling process.
  - 2.5 Practice skills of the counselor which are likely to contribute to the success of the counselling process in a correctional setting.
- 3.0 Illustrate behaviours and personal situations which may require or respond positively to counselling the correctional client.
  - 3.1 Recall the primary systems used to classify correctional clients:
    - 3.1.1 Maximum, medium, and minimum security/supervision.
    - 3.1.2 Federal, protective custody and special management inmates. Live-in units
    - 3.1.3 Cellular, dormitory, and special needs

- accommodations.
- 3.2 Recall the following correctional terms:
  - 3.2.1 Intake assessment.
  - 3.2.2 Classification.
  - 3.2.3 Risk and Need analysis/continuum of care
  - 3.2.4 Program placement.
  - 3.2.5 Admission criteria.
- 3.3 Outline the following factors which may place correctional clients at risk:
  - 3.3.1 Environmental.
  - 3.3.2 Sociological.
  - 3.3.3 Psychological.
  - 3.3.4 Clinical.
  - 3.3.5 Behaviours.
  - 3.3.6 Attitudes.
  - 3.3.7 Belief systems.
- 4.0 Describe the stages of the counselling process as found in corrections.
  - 4.1 Explain the meaning and process of case/file preparation and preliminary research when dealing with clients in the correctional setting.
  - 4.2 Relate the meaning and process of intake assessment/initial placement in the correctional setting.
  - 4.3 Examine the meaning and process of classification, diagnosis, and problem formulation as defined by correctional professionals.
  - 4.4 Experience the meaning and process of contract negotiation in corrections (both formal and informal), including the establishment of:
    - 4.4.1 Objectives.
    - 4.4.2 Responsibilities.
    - 4.4.3 Limitations/sanctions.
  - 4.5 Examine the meaning and process of correctional case supervision, including the following:
    - 4.5.1 Program implementation.
    - 4.5.2 Relationship and trust building/solidifying.
    - 4.5.3 Alternatives setting.
    - 4.5.4 Problem solving/decision making.
    - 4.5.5 Enforcement.
    - 4.5.6 Crisis intervention.
    - 4.5.7 Reporting.
    - 4.5.8 Testing.
- 4.6 Explain the meaning and process of termination from a correctional program, including the following:
  - 4.6.1 Termination/discharge planning.
  - 4.6.2 Consolidation and review.
  - 4.6.3 Referral and evaluation.
- 5.0 Examine different types of counselling and counselling strategies as applied to a correctional setting.
  - 5.1 Illustrate the major approaches to correctional casework and behaviour modification which have shaped the development of correctional counselling theory, including the following:
    - 5.1.1 Psychoanalytic.
    - 5.1.2 Behaviouristic.
    - 5.1.3 Humanistic.
    - 5.1.4 Existential.
    - 5.1.5 Interpersonal.
    - 5.1.6 Trait-factor.
    - 5.1.7 Eclectic.
    - 5.1.8 Helping relationship.
    - 5.1.9 Reality.
    - 5.1.10 Cognitive/Behaviour.
  - 5.2 Practice the skills required to conduct effective counselling in a correctional setting (Note: while particular reference should be made to attending/listening, paraphrasing, reflection of feeling, summarizing, probing, counsellor selfdisclosure, interpreting, and confrontation, attention should also be paid to conflict resolution, advising, crisis intervention, referring, goals formulation, work plan preparation, contract writing, and maintaining confidentiality and ethical standards).
  - 5.3 Interpret the general rules for keeping the attention of the correctional client and maximizing the information gained during client interviews.
  - 5.4 Examine what is meant by conceptual and feeling messages in communications.
  - 5.5 Demonstrate what is meant by nonverbal communications, and apply its importance in a correctional setting.
  - 5.6 Explain the primary types of and approaches

to group counselling in a correctional setting, including the following groups:

- 5.6.1 Therapeutic.
- 5.6.2 Task-oriented.
- 5.6.3 Didactic self-help.
- 5.6.4 Informal/milieu.

5.7 Demonstrate an ethical and legal understanding of confidentiality in the correctional context.

6.0 Outline barriers to the counselling process in corrections and indications that effective communications are not taking place.

- 6.1 List personal behaviours and attitudes of a counsellor that impede communication in corrections.
- 6.2 Indicate personal behaviours and attitudes of a correctional client that impede communication.
- 6.3 Express environmental, social, and psychological factors that impede communication in a correctional setting.

7.0 Explain the importance of multicultural awareness to correctional counselling.

- 7.1 Examine the direct and indirect communication styles of different cultural groups.
- 7.2 Select nonverbal cues common to different cultural groups.
- 7.3 Compare the attitudes, relationships, and beliefs of different cultural groups.
- 7.4 Identify strategies to facilitate communications and rapport with correctional clients from different cultural groups who are in a variety of correctional settings.
- 7.5 List sources of information and resources to

assist in counselling correctional clients from different cultural groups.

7.6 Identity qualities of motivational interviewing.

8.0 Identify sources of information, resources, and referral services which may assist the correctional counselling process.

8.1 List types and sources of information which should be considered when preparing for and conducting correctional counselling, including the following:

- 8.1.1 Personal background.
- 8.1.2 Legal.
- 8.1.3 Health.
- 8.1.4 Correctional.
- 8.1.5 Educational.
- 8.1.6 Employment.

8.2 List government, private sector, and non-profit agencies specific to corrections which can be consulted or to which correctional clients can be referred as part of a counselling or discharge planning process.

9.0 Demonstrate effective counselling techniques and positive interpersonal skills in simulated counselling situations in the correctional field.

- 9.1 In ongoing practical exercises, role plays, and videotaped sessions, demonstrate the knowledge and skills learned in achieving the preceding competencies.
- 9.2 These practical exercises will form part of the evaluation of the student in this course. Students must be aware of the detrimental effect which non-attendance for these exercises will have on the mark/grade students achieve.

## GENERAL EDUCATION

This is not a General Education course.

## PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

### Community And Justice Services

1. work and communicate in a manner consistent with professional ethics and practice, a respect for self,

others, and relevant law and legislation.

2. employ all relevant security techniques to ensure the protection of the public, and the security of the staff, and clients in institutional, residential, and community settings.
3. intervene with clients, individually and in groups, in order to address and manage problems and to facilitate constructive behaviour change.
4. observe, monitor, record, and assess client behaviour accurately, and respond appropriately in compliance with legal and organizational requirements.
5. assist in the prevention and resolution of conflict, crisis, and emergency situations using methods consistent with legal requirements and organizational policy.
6. establish and maintain constructive relationships with clients, staff, professionals, and the community.
7. participate in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment.
8. apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.

### ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

### EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

#### COURSE EVALUATION

Tests= 60%

Activities = 10%

Oral exam- 20% simulation interviewing & counseling exercise

Assignment= 10%

#### PROGRAM SPECIFIC GRADING

50% pass requirement

## GRADING SYSTEM

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|     |         |     |        |     |        |    |        |                   |
|-----|---------|-----|--------|-----|--------|----|--------|-------------------|
| A+: | 90-100% | B+: | 77-79% | C+: | 65-69% | D: | 50-54% | S - Satisfactory  |
| A:  | 85-89%  | B:  | 73-76% | C:  | 60-64% | F: | 0-49%  | I - Incomplete    |
| A-: | 80-84%  | B-: | 70-72% | D+: | 55-59% |    |        | F - Repeat course |

\*For a complete detailed description please refer to the College website.

## LEARNING RESOURCES

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Required: Introduction to Interviewing & Counselling Techniques-supplied

Recommended: Good/Bad Counseling Videos-Canadore College

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

## LEARNING ACTIVITIES

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Lecture/discussion, practice , group activities, videos, oral exam

## DELIVERY MODE

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In Class 1x1 hour theory both sections

1x2 hour practical application of concepts

## ACADEMIC POLICIES

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- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

## COLLEGE POLICIES

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- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

## STUDENT SUCCESS SERVICES

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### YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

### FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

## WAIVER OF RESPONSIBILITY

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Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

## HISTORICAL COURSE OUTLINES

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Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.