Helping Skills to Facilitate Career Development

Course Outline

Course Developer(s)

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Course Format

Two weeks, 10 hours per week

Course Prerequisites

Current and/or past experience as a career and employment practitioner and/or in a related field.

Course Description

Participants will develop or enhance counselling, coaching, and other interpersonal communication skills to a paraprofessional level.

Course Objectives

General:
Participants will develop/enhance their knowledge and skills in career coaching.

Learning Objectives:
Upon successful completion of this course, students will be able to:
- Identify helping skills appropriate for their day-to-day practice
- Demonstrate establishing rapport, active listening skills, empathy, and culturally sensitive communication

Required Texts / Supplies

National Career Development Association (2015). *Developing a helping relationship*. Broken Arrow, OK: Author. (print or e-text)[1]

Shepard, B. C. & Mani, P. S. (Eds.) (2014). *Career development practice in Canada*. Toronto, ON: CERIC. (eBook or Print available from CERIC).[2]

Additional Readings

Throughout the course, relevant readings will be posted on our website. Plan to spend a minimum of 2-3 hours per week on the readings.

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[1] This textbook replaces *Essential Elements of Career Counseling* (Amundson, Harris-Bowlsbey, & Niles, 2013; print or e-text) as of Fall 2018. If you've already purchased the former text, you will be permitted to proceed in Fall 2018 without having to purchase the new text; however, starting Winter/Spring 2019, all students must have the new NCDA text.

[2]The Shepard & Mani (2014) textbook is a required reading throughout the Career Management Professional Program. Students taking individual courses, therefore, may only refer to a chapter or two; however, this resource is a wonderful addition to your professional toolkit.

Course Completion Requirements

Students must achieve an overall grade of at least 80% to successfully complete a course. If absent or offline for more than 48 consecutive hours, students are required to contact the instructor.

Participation	25%
Video Analysis	20%
Role Play – Analysis/Critique of Client/Helper Interaction	30%
Role Play – Self-Reflection	25%

Online Instruction Overview

This online course will be conducted using the "Moodle" course management system. Registered students will receive log-in instructions by email the Monday prior to the course start date. This system relies on asynchronous discussion forums (i.e., students post when it's convenient for them, not during a scheduled time slot). However, from time to time, we may schedule live "chats" using online message/conferencing applications (e.g., Skype, GoToMeeting).

Facilitated e-learning offers amazing opportunities for shared learning. Many experts in the field believe that the best learning occurs in the discussion forums and that the posted course content may take on a secondary importance. Although this course will provide comprehensive content, students' active participation in the discussion forums (i.e., checking in and briefly posting once or twice per day to each open discussion) enriches learning and is required for successful course completion.

Operational Requirements

As this course is offered entirely online, students must have reliable Internet access and be comfortable using Internet technology and participating in discussion forums.

Although there are no scheduled classes, students will be expected to spend a similar amount of time on this course as they would in a classroom-based environment of 20 hours.

Documents will be posted in Word, PowerPoint, and PDF — students must be able to download these documents and also upload similar documents.

Accommodation

If you have a disability that needs accommodation for this course, please let us know and we will work with you to more effectively meet your needs.