



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District #33
Developed by: Nicole McCall	Date Developed: April 29, 2019
School Name: Sardis Secondary School	Principal's Name: Dan Heisler
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Intro to Counselling Skills 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: One semester – 120 hours

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

The teacher should hold a university degree with some background in Psychology, Counselling, or Educational Psychology. The teacher should also be versed in the Mental Health Literacy curriculum. A quiet classroom space should be provided with access to a computer with an overhead projector.

Course Synopsis:

Intro to Counselling Skills 11 is designed to provide training to students in communication, assertiveness, problem-solving, and specific interpersonal intervention skills. These skills enable students to be empathetic, non-judgmental listeners capable of basic mediation and conflict resolution. The course also provides students with an understanding of mindfulness, mental health, self-care, and healthy relationships. The

curricular and content competencies of this course provide students with a foundational understanding of what it means to create and maintain positive well-being, as well as the ability to identify barriers to well-being. Students will learn a number of strategies for coping and maintaining positive mental health and will be able to recognize the signs and symptoms of a mental illness or disorder. Students will complete service hours, encouraging social responsibility while acquiring skills to prepare them for a career in Education or Human Services. This course promotes emotional intelligence and a balanced, healthy lifestyle, providing students with tools to successfully navigate intrapersonal and interpersonal life.

Goals and Rationale:

Between 10 and 20 percent of Canadian youth are affected by a mental illness or disorder. Mental illness is increasingly threatening the lives of our children; with Canada's youth suicide rate the third highest in the industrialized world. 100% of people have mental health and are affected by mental illness either directly or indirectly. This introductory course has been developed with the intent of providing students with the skills, knowledge, and tools to maintain positive well-being, to uphold healthy relationships, and to cope with the stresses and challenges of life. Self-awareness activities will provide students with opportunities to investigate their own patterns of thoughts, feelings, and behaviours in order to better understand themselves before they may help others. Students will explore and be guided through problem-solving processes that examines the skills of active listening, verbal and non-verbal communication, empathy, validation, tolerance, acceptance and respect. Through this problem-solving process students develop abilities independently, interdependently, and cooperatively. Students will be invited to examine the qualities and traits of healthy social, familial, romantic, and workplace relationships. Students will understand the importance of Emotional Intelligence (EQ) and will be provided with tools to understand their own thoughts, behaviours, and emotions as well as those of others. Through the exploration of mindfulness and other techniques, students will be empowered to respond rather than react to challenges in their lives. Students will be able to understand and differentiate between a positive and negative stress response, as well as identify the signs and symptoms of mental illnesses and disorders. Finally, students will be made aware of what community agencies and resources exist and where they can be accessed.

Aboriginal Worldviews and Perspectives:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves patience and time.

Learning requires exploration of one's identity.

BIG IDEAS

Our personal wellness can be enhanced through participation in a variety of mindful activities.

Investigating our patterns of thoughts, feelings, and behaviours helps us to understand our unique personalities.

Understanding variations in personality, motivation, and emotions can promote appreciation and acceptance of self and others.

Learning positive listening, communication, and problem-solving techniques will improve our relationships and interactions with others.

A variety of strategies can help individuals and families prevent and/or cope with psychological disorders and life challenges.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Self-Awareness</p> <ul style="list-style-type: none"> • Investigate the interplay of environment, experiences, and influences in shaping our personalities • Determine one’s personality type and communication/conflict-resolution style in order to reveal personal strengths and weaknesses • Understand, appreciate, and accept different personality types <p>Thoughts, Feelings, and Behaviours</p> <ul style="list-style-type: none"> • Understand the interrelationship between patterns of thoughts, feelings, and behaviours • Differentiate between a positive and negative stress response • Employ techniques to manage a stress response • Identify and track emotions • Apply strategies to analyze and challenge negative thinking 	<p><i>Students are expected to know the following:</i></p> <p>Self-Awareness</p> <ul style="list-style-type: none"> • Styles of communication (assertive, passive, passive-aggressive, aggressive) • Styles of conflict resolution • Personality types and type indicators e.g. Meyers-Briggs • The ways that experiences, influences, memories, and environment shape our personalities (e.g. Rat Park experiment) <p>Thoughts, Feelings, and Behaviours</p> <ul style="list-style-type: none"> • The cognitive triangle (thoughts, feelings, behaviours) • Strategies to promote resilience rather than dependency • Emotional theory (seven basic emotions, brain function and emotion, EQ vs. IQ)

- Practice mindfulness techniques to understand, accept, and analyze thoughts, behaviours, and emotions without judgment

Communication and Problem-Solving

- Display effective **active listening skills**
- Demonstrate positive and effective **communication**
- Apply **problem-solving** and mediation skills
- Develop intrapersonal and interpersonal skills to enhance relationships
- Identify traits of healthy, unhealthy, and abusive relationships

Mental Health

- Identify factors and habits that **promote** and **demote** positive mental health
- Explain the difference between a positive and negative stress response and differentiate between a stress response and a mental illness
- Differentiate between “normal” distress and signs/symptoms of a mental illness or disorder
- Understand the genetic, environmental, and health factors that influence mental health
- Identify the different types of mental illnesses and disorders
- Recognize the **signs** and **symptoms** of mental ill health
- Locate community supports and resources available for mental health support

Counselling Theory/Types of Counselling

- Identify and explain the qualities of a helper
- Understand and model the process of counselling
- Explore the various theories and approaches to counselling
- Examine the types of therapies available and assess their differences

Child Development/Service Hours

- Recognize developmental milestones in children
- Communicate effectively with young children, sponsor teachers, and all other members of the school community

- Coping techniques and strategies for analyzing and challenging thoughts
- The effect of mindfulness practice on the brain

Communication and Problem-Solving

- Active listening techniques (Paraphrasing, clarifying, reflecting, etc.)
- Communication skills (eye-contact, posture, word choice, verbal and non-verbal communication)
- Conflict resolution/problem-solving skills (seven-step problem solving, I-messages)
- Traits and behaviours of healthy, unhealthy, and abusive relationships

Mental Health

- The relationship between sleep, diet, exercise and mental health
- Positive influences (e.g. family, friends, community connection)
- Negative influences (e.g. drugs, alcohol, avoidance, unhealthy relationships)
- Parts of the brain and body involved in the stress response
- Strategies to promote resilience rather than dependency
- The effect of genetics, environment and other factors on mental health
- The causes, symptoms, signs, and treatment of anxiety, depression, bipolar disorder, psychosis, schizophrenia, OCD, PTSD, ADHD, anorexia, bulimia
- Support, treatment, and self-care options available (including locally)

- Understand various reasons and motivations for child misbehaviour and respond appropriately
- Explore theories of trauma-informed instruction to design a trauma-informed classroom and instructional strategies
- Apply strategies for developing safe, nurturing, and guiding relationships with children

Counselling Theory/Types of Counselling

- Qualities of a helper (e.g. compassion, empathy, respect, tolerance, open-mindedness)
- Goals of counselling
- Process of counselling
- Types of therapies (e.g. EFFT, CBT, ECT, group therapy, psychodynamic therapy, etc.)

Child Development/Service Hours

- Safe and inclusive classroom practices
- Child development milestones
- Trauma-informed classroom theory
- Adaptations and accommodations in the classroom
- Classroom/behaviour management strategies

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Content – Elaborations