

**YORK UNIVERSITY
FACULTY OF HEALTH
SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE**

Course: Counselling Skills for Kinesiology and Health Science (KINE 4620)
Term: Winter 2023

Course Webpage: eClass
Prerequisite / Co-requisite: HH/PSYC 1010

Course Instructor

Larkin Lamarche (they/them)
Email: lamarche@yorku.ca
Office: Stong College 332

Office hour: Wednesdays 10:00-11:00am (ET) in my office or zoom (see eClass for link); by appointment if outside this dedicated time

Time and Location

Lectures: Mondays 10:30am-12:30pm (ET), Accolade West 204 (ACW 204)
Lab 01: Wednesdays 11:30am-12:30pm (ET), Behavioural Science Building 207 (BSB 207)
Lab 02: Wednesdays 12:30-1:30pm (ET), Behavioural Science Building 204 (BSB 204)

Territorial and Land Acknowledgement

In this course, we will consider counselling from a broad perspective, and land will be part of this broad understanding, and so, I have included a territory and land acknowledgement.

As a white settler with Irish, Scottish, Welsh, and French-Canadian heritage, I recognize and acknowledge the colonial violence that takes place (both past and present) on which the lands I live, and are assumed to be owned property. This violence (with associated colonial oppressive structures) is responsible for transgenerational trauma. I live in an area called by the Neutral Peoples, Attiwandaronia, and what is also called the bay Macassa ("beautiful waters": Hamilton area). I work at York University. As an institution, we recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. This territory and land acknowledgement does not come without action for truth and (re)conciliation (see the [Calls to Actions](#) from the Truth and Reconciliation Commission of Canada). Learn more about the significance of territory and land acknowledgements [here](#) and in this video [here](#).

Expanded Course Description

"It may not all look like psychotherapy, but I think there are natural helping roles that exist within every culture."

~Quoted from Jeffrey Ansloos

Registered Psychologist and Assistant Professor in Indigenous Health and Social Policy at the University of Toronto; Nehiyaw (Cree) and English, is a member of Fisher River Cree Nation (Ochekwi-Sipi, Treaty 5). Currently resides in Tkaranto (Toronto)

Counselling comes in many forms. In this course you will gain a breadth of understanding of counselling, with focus on *embedded* counselling, as it relates to kinesiology and health science contexts. Topics include the skills that make up the process of counselling, building collaborative partnerships, motivational interviewing, ethical considerations of counselling, and self-care, among other topics. In this course, you will be given opportunities to apply counselling skills in mock scenarios

and to critically reflect on counselling from all sides of the collaborative relationship. Discussion, class-based experiential learning opportunities, and a group counselling assignment will facilitate critical thinking and the application of skills in mock scenarios.

Organization of the Course

The course involves weekly 2-hour lectures and 1-hour tutorial sessions taught by the course instructor. Assigned readings, videos, and other material will enrich your learning of the course material each week. Course lectures and tutorials are in-person on campus (see Course Schedule below). e-Class will be used as homebase for course information, announcements, and course work submission.

Course Objectives

COURSE CALENDAR DESCRIPTION

The purpose of this course is to explore concepts, issues and skills related to “embedded” helping/counselling, taking a broad perspective. Emphasis will be placed on applying this knowledge to practical settings where you will learn how to use counselling skills to support someone in kinesiology and health contexts.

BRIEF LIST OF SPECIFIC LEARNING OUTCOMES

By the end of this course, you will be able to:

- Demonstrate knowledge related to the diverse ways embedded counselling can be understood in the context of kinesiology and health science
- Demonstrate various counseling skills in dyads in mock counselling sessions
- Provide feedback on counselling skills to peers
- Apply critical thinking and reflection in understanding embedded counselling in kinesiology and health contexts and as it relates to your life and potential future career path

Course Text / Readings

There is no assigned textbook in the course. Assigned readings (academic journal articles, videos, or complimentary material of other formats) will be made available on eClass in a way that aligns with copyright and fair dealings practices. These are meant to broaden your perspective on course material. See the course schedule for details.

Evaluation

The final grade on the course will be based on the following weighted items as indicated below:

- **Tutorial engagement** – 25%, based on engaged participation across tutorials and the completion (and sometimes submission) of any worksheets. Worksheets are due at the start of the following tutorial. See eClass for grading rubric. See course schedule for brief description of tutorials and specific learning outcomes.
- **Problem set test** – 30%, based on material from the start of the course through February 15th's tutorial, open-book and available for a 24-hour period on Monday February 27 at 10:30am (ET), due Tuesday February 28 by 10:30am (ET).
- **Group counselling assignment and self-reflection** – 45% total (25% is graded as a group, 20% is individually graded); due Monday April 3 by 10:30am (ET) to the drop box on eClass. This assignment will give you the opportunity to practice skills and reflect on your experiences both within and outside of the course and apply knowledge from the course in a mock scenario. See eClass for full assignment details and grading rubric.

COVID-19 Information

Effective June 28, 2022, York University has paused its mask mandate. While no masks are required to be worn, it is strongly encouraged that masks are worn to prevent the spread of COVID-19. Check out the [Better Together](#) website for the most updated information. As part of York's Community of Care Commitment, I will remind you of a few health and safety protocols including:

- ✓ Not attending in-person activities at any of York University's campuses/locations when you are feeling unwell
- ✓ Engaging in good hand hygiene
- ✓ Availability of rapid tests on [Keele campus](#)

Helpful Links:

1. York U Better Together website (<https://www.yorku.ca/bettertogether/>)
2. COVID Screening Checklist (<https://www.yorku.ca/bettertogether/appendix-a/>)
3. Use the York U Screen Daily (<https://yorku.ubixhealth.com/login>)

Course Schedule

Content note:

This course has content on mental illness and mental health problems and some other heavy topics. We will also discuss counselling. I recognize that mental illness and related traumas are complex and unique to the individual and their lived experiences. I also recognize that not all counselling experiences have been good ones – you may have had an experience that did more harm than good. I will do my best at making you aware of potentially sensitive material through various means (i.e., announcements, during lecture). I do my best to foster an inclusive teaching and learning environment that encourages you to balance meaningful engagement in course material with the self-care that feels best for you. York University and its community has supports for students! [Check out this list resources.](#)

JANUARY 9: INTRODUCTION TO EMBEDDED COUNSELLING – A BROAD PERSPECTIVE

We often think of counselling as a structured appointment between a professional and a client or patient in a room of a building. What about counselling close relative, embedded counselling? We start the course by unpacking what is meant by counselling, with emphasis on embedded counselling, and the purposes it can serve in kinesiology and health science contexts. A sharing circle, psychoHairapy, advice from a coach or teacher. Does embedded counselling have to occur by another physical person, or can it occur in other forms (e.g., in prayer or ceremony)? You might be surprised at all the places embedded counselling occurs in your life. This week will also balance perspectives of counselling and introduce the concept of Mad studies.

Tutorial (January 11): Exploring your assumptions and biases

This week's session will be used to discuss and reflect on your position about embedded counselling in kinesiology and health science contexts. What makes for a good or bad counselling interaction? Find the instructions with guiding reflection questions on the **eClass worksheet** for the tutorial (**to be submitted as part of your engagement grade**).

By the end of this tutorial, you will be able to:

1. Articulate your personal definition of counselling and embedded counselling
2. Articulate where you think "problems" come from and your go-to solutions
3. Describe your assumptions and biases about counselling in the context of kinesiology and health science

Extra stuff to do:

1. Watch the Course Overview recording under Welcome & general information section on eClass
2. Review course outline under Welcome & general information section on eClass
3. Review tutorial grading rubric under Welcome & general information section on eClass
4. Review group counselling assignment information under Welcome & general information section on eClass
5. Read Faulkner, A. (2017). Survivor research and Mad Studies: The role and value of experiential knowledge in mental health research. *Disability & Society*, 32(4), 500-520.

JANUARY 16: GOALS, TASKS, METHODS & BUILDING A COLLABORATIVE RELATIONSHIP

This week we will explore the concept of the counselling drop-down menu, made up of three levels of decision making: goals, tasks, and methods. In exploring the drop-down menu and its purpose, we will also discuss ways to build a collaborative partnership, something that looks and feels different for each person seeking help, but also depends on the counsellor being self-aware, self-reflective, and open to their biases. Partnership is also at the organizational level – something we will only skim.

Tutorial (January 18): Identifying the menu items

This week's tutorial will take you through various scenarios so that you can practice identifying goals, tasks, methods, and characteristics of collaborative partnership within the counselling process. You will also critically reflect of these concepts based on your own experiences and potential biases. **Find the worksheet on eClass.**

By the end of this tutorial, you will be able to:

1. Identify goals, tasks, and methods across various scenarios
2. Identify strategies used to build a collaborative partnership across various scenarios
3. Identify potential biases across various scenarios

Reading:

1. Jolley, H. K. (2019). I'm human too: Person-centred counsellors' lived experiences of therapist self-disclosure. *European Journal for Qualitative Research in Psychotherapy*, 9, 12-26. Available on eClass.

JANUARY 23: INTRODUCTION TO COUNSELLING SKILLS

How do we *do* embedded counselling? For this week we explore the wide range of counselling skills – skills that are threaded through the course materials from this point forward. What are the skills that make up a good counsellor? How can we learn and practice these skills? We will also reinforce the notion of the collaborative partnership. How do we ensure the client is at the centre of their care when these skills are applied? This week will help to show you it is not as easy as you might think.

Tutorial (January 25): Practicing some skills, providing peer feedback

This week's tutorial will offer a chance to practice counselling skills in mock scenarios with your peers. You will also provide feedback as a peer-observer. **Find the worksheet on eClass (to be submitted for part of your engagement grade).**

By the end of this tutorial, you will be able to:

1. Apply counselling skills in mock interactions
2. Identify counselling skills through observing mock scenarios
3. Provide feedback to peers about their counselling skills in mock scenarios
4. Critically reflect on your own application of counselling skills in mock scenarios

Documentary:

1. Taking Steps documentary: Warrior Women's Wellness Program. Duration 12:38: [Available here](#). Link also on eClass.

JANUARY 30: MOTIVATIONAL INTERVIEWING

This week will explore one type of counselling technique – motivational interviewing. We will also critically reflect on motivational interviewing as a practice embedded in the notion of individual behaviour change models – this technique is not the end-all, be-all to embedded counselling...a perspective that might not be too popular in kinesiology and health science contexts. Remember Mad Studies?

Tutorial (February 1): Practicing motivational interviewing

For this week's tutorial you will have the opportunity to observe a patient encounter and discuss motivational interviewing as it applies to the encounter. **Find the worksheet on eClass.**

By the end of this tutorial, you will be able to:

1. Critically evaluate a patient encounter through a motivational interviewing lens
2. Suggest elements of motivational interviewing as a means to improve a patient encounter
3. Reflect on motivational interviewing as a technique in embedded counselling

Reading:

1. Adler, K. G. (2016). The unexpected challenge of motivational interviewing. *Family Practice Management, 23*(5), 9. <https://www.aafp.org/fpm/2016/0900/p9.html> Available on eClass.

FEBRUARY 6: FINDING, ANALYSING, AND USING INFORMATION

So much of counselling involves the exchange of information, and not all information is helpful. This week we will discuss the finding, analyzing, and using information in the embedded counselling process. We will also cover the concept of health and mental health literacy.

Tutorial (February 8): Unpacking self-help information

For this week's tutorial you will have the opportunity to evaluate a source of self-help information of your choosing. **Find the worksheet on eClass (to be submitted for part of your engagement grade).**

By the end of this tutorial, you will be able to:

1. Critically analyse a source of self-help information
2. Reflect on your own sources of self-help information and articulate this reflection to a peer

Reading:

1. *The trouble with toxic positivity blog post on GoodLife Fitness*
(https://blog.goodlifefitness.com/article/the-trouble-with-toxic-positivity?utm_source=Campaign&utm_medium=Email&deliveryName=DM11653)

FEBRUARY 13: MENTAL HEALTH, MENTAL ILLNESS, & SUICIDE

I know for me, mental health and mental illness automatically come to mind when I think about embedded counselling. This week we will discuss the role of embedded counselling around topics such as mental health first aid, suicide, and coping. We will also unpack "the mental illness diagnosis" in conversations that you might have in a kinesiology and health context.

Tutorial (February 15): Mental health first aid

For this week's tutorial, we will apply principles of mental health first aid to scenarios. We will also practice assessing suicide risk. There will be time and space to reflect on your skills in this area too. **Find the worksheet on eClass.**

By the end of this tutorial, you will be able to:

1. Apply counselling skills in scenarios of mental health problems
2. Apply the principles of mental health first aid to scenarios
3. Apply the principles of assessing suicide risk to scenarios
4. Reflect on your own confidence in applying the principles of mental health first aid and suicide assessment and articulate this reflection to a peer

Reading:

- Words matter. Learning how to talk about suicide in a hopeful, respectful way has the power to save lives. Article found [here](#) and posted on eClass.

READING WEEK (FEBRUARY 20-24)

FEBRUARY 27: PROBLEM SET TEST

This week will be used to assess your ability to apply your knowledge to problem sets in the form of a practical written test. The test will be an open-book test. You will have a 24-hour period to complete it. The test will contain scenarios to which you will apply material from the start of the course through February 15 tutorial. The test file will be available Monday February 27 at 10:30am (ET). You have until Tuesday February 28 at 10:30am (ET) to submit the completed test. Be sure to check out my late policy!

Tutorial (March 1): Take a break – no tutorials this week!

Take a break – no readings this week!

MARCH 6: DEATH, DYING AND LOSS

Death, dying and loss is an experience that connects all humans. It may come in various forms – a death of a loved one, the end of a relationship, the loss of function or independence from a health condition. It can be felt at the individual level or a community level. This week will explore the role of embedded counselling in death, dying, and loss as well as within the concept of resilience and flourishing. How do we talk about death, dying and loss?

Tutorial (March 8):

How can we have conversations about death, dying, and loss? **Find the worksheet on eClass (to be submitted as part of your engagement grade).**

By the end of this self-directed activity, you will be able to:

1. Reflect on your beliefs about death and dying
2. Connect how the activity may shape conversations about death, dying and loss

Reading:

1. 6 women share what they wish others would stop saying about breast cancer. Article found [here](#) and posted on eClass.

MARCH 13: GROUP COUNSELLING ASSIGNMENT

Today will be used to really dig into the group counselling assignment. In your group, picking a scenario, fumbling through the first role-play to explore what the heck this assignment is all about. My plan is to check-in with each group to support you feeling comfortable about being uncomfortable.

Tutorial (March 15): Ethics

This week's tutorial will be used to cover ethical considerations of embedded counselling. You will have a chance to think through how ethical considerations apply to your group counselling assignment. We will also circle back to the organizational level and partnership building. **Nothing to submit this week!**

Take a break – no readings this week!

MARCH 20: SELF-CARE

Counselling is about a partnership and in that partnership there is the helper and the helpee. How do you care for yourself in this partnership? This week will be used to explore the concept of self-care.

Reading:

1. Quiet quitting. Article found [here](#) and posted on eClass.
2. The unspoken truth about self-care by Jennifer Doran. Article found [here](#) and posted on eClass.

Tutorial (March 22): Practicing self-care and reflecting on it

What are your self-care practices? **Find the worksheet on eClass (to be submitted as part of your engagement grade).**

By the end of this tutorial, you will be able to:

1. Identify some of your self-care practices
2. Critically reflect on the concept of self-care practices in your life and potential future career

MARCH 27: WORK WEEK FOR ASSIGNMENT – NO LECTURE, NO TUTORIALS, NO READINGS

This week is a work week for your assignment. I will make myself available for questions and concerns during out usual lecture and tutorials times. No course material will be covered – it is simply access time to me if you need it.

APRIL 3: ASSIGNMENT DUE! NO LECTURE, NO TUTORIALS, NO READINGS

Your group counselling assignment is due Monday April 3 by 10:30AM (ET) to the eClass drop box.

APRIL 10: NO LECTURE, NO TUTORIALS, NO READINGS

Today will be used as the emergency make-up day.

Grading, Assignment Submission, Lateness Penalties and Missed Tests**GRADING**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). For a full description of York grading system see the York University Undergraduate Calendar found [here](#).

TEST, ASSIGNMENT AND WORKSHEET SUBMISSION

The problem set test, group counselling assignment and tutorial worksheets are to be submitted as described under the heading “Evaluation” of this outline, and within the full description of the assignment/worksheet on eClass.

LATENESS PENALTY

The problem set test and group counselling assignment received later than the due date will be penalized 5% per 24 hours. However, if you email me and let me know you are having challenges meeting the deadline (for any reason) AND you send this email before the deadline, we will work together to find a new due date.

MISSED TESTS

See lateness penalty.

TURNITIN

This course will use Turnitin.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- [Senate Policy on Academic Honesty](#) and the Academic Integrity Website
 - SPARK's [Academic Integrity module](#)
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation