

## Helping Skills to Facilitate Career Development

### Course Outline

#### Course Developer(s)

Dr. Roberta Neault, CCC, CCDP, GCDF-i  
Dr. Deirdre Pickerell, CPHR, GCDF-i

#### 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. The course is aligned to the [\*Canadian Standards & Guidelines for Career Development Practitioners\*](#).

##### 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](#)).

Shepard, B. C. & Mani, P. S. (Eds.) (2014). *Career development practice in Canada*. Toronto, ON: CERIC. (eBook or Print available from [CERIC](#)).<sup>1</sup>

#### 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.

---

<sup>1</sup>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 hosted on Life Strategies' [LearnOnline](#) e-learning platform which uses a Moodle-based learning management system. The system organizes a variety of learning activities (e.g., assigned readings, resources, videos, discussions, assignments) into several topical modules which students will progress through on a set schedule as described in the *Course Syllabus*. A course instructor will facilitate the discussions and review the assignments providing feedback and insights throughout the course. Although discussions are asynchronous (i.e., students are required to make a minimum of two posts, at their convenience, over at least 2 days that the topic is active), from time to time, the instructor may schedule live "sessions" or "office hours" using a web conferencing application (e.g., Zoom). Any "live" components will be communicated to students via the News forum; however, we recognize our students come from different time zones and are balancing many other work/life commitments that can impede attending in real time. As such, live elements will be recorded and/or optional.

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 discussions enriches learning and is required for successful course completion. Students are encouraged not to delay jumping into the discussions. Although discussions are related to the assigned readings, resources, and/or videos, it is not necessary to wait until all of the readings/videos have been reviewed before jumping into the discussion forums – in fact, posting early and often contributes to richer discussions. Being inactive within the discussions for several days will impact a student's overall grade and may result in being unenrolled from the course.

Registered students will be enrolled and receive log-in instructions by email ([noreply@learnonline.lifestrategies.ca](mailto:noreply@learnonline.lifestrategies.ca)) 1 week prior to the course start date. This provides a few days for students to orient themselves within the e-learning environment, review course expectations, and troubleshoot any technical concerns. If you require additional support or a course extension, please contact our team ([studentadvisor@lifestrategies.ca](mailto:studentadvisor@lifestrategies.ca)) and we'll do our best to accommodate your needs.

## 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.

Within each course, topics open and close on specific days facilitating learning as a cohort. Although there is flexibility in times of day to post, students will be expected to adhere to the course schedule and spend a similar amount of time on this course as they would in a classroom-based environment of 20 hours to achieve course mastery (i.e., 80%).



Documents will be posted in Word, PowerPoint, and PDF — students must be able to download these documents and also upload similar documents. Web conferencing software (e.g., Zoom) may also be utilized.

### **Accommodation**

Students who have a disability that needs accommodation should let us know prior to the course start so that we can work collaboratively to more effectively meet learning needs.