

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

**Course:** Counselling Skills for Kinesiology and Health Science (KINE 4620)  
**Term:** Winter 2024 (Section M)

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

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**Course Instructor**

Larkin Lamarche (they/them)  
Email: [lamarche@yorku.ca](mailto:lamarche@yorku.ca)

Office: Stong College 332  
Office hour: by appointment, just email me!

**Time and Location**

Lectures: Monday 10:30am-12:30pm (ET), Accolade West 003 (ACW 003)  
Lab 01: Wednesday 11:30am-12:30pm (ET), McLaughlin College 101 (MC 101)  
Lab 02: Wednesday 12:30-1:30pm (ET), Bethune College 230 (BC 230)

**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 scholar 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, 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 (me!). 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 full information and the guiding rubric. See course schedule for brief description of tutorials and specific learning outcomes.
- **Problem set test warm-up assignment** – 5%, based on a video of a mock embedded counselling session and having already watched the pre-recorded lecture on counselling skills, due by 12:20pm (ET) on January 29. See course schedule for brief description of the assignment and eClass for the full description of the assignment.
- **Your skill growth self-evaluation and reflection** – 10% (each part if worth 5%), Part 1 due on your tutorial worksheet by February 7 (by your tutorial start time), Part 2 due by the end of class (12:20pm) on March 18. See course schedule for brief description and eClass for full assignment details.
- **Problem set test** – 25%, based on material from the start of the course through February 14’s tutorial, open-book and available for a 24-hour period on February 26 at 10:30am (ET), due February 27 by 10:30am (ET).
- **Group counselling assignment** – 35% total, due April 3 by 1:30pm (ET) to the drop-box on eClass. This assignment will give you the opportunity to practice skills and reflect on your experiences in the course and apply knowledge from the course in a mock scenario. See eClass for full assignment details and grading rubric.

## 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- and community-care that feels best for you. York University and its community has supports for students! [Check out this landing page for a variety of resources.](#)

### **JANUARY 8: INTRODUCTION TO EMBEDDED COUNSELLING & GETTING ORIENTED**

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's 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 10): 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 by the start of your next tutorial, as part of your engagement grade**).

1. Articulate the difference between counselling and embedded counselling from your perspective
2. Articulate the qualities of good and bad counselling interactions
3. Articulate where you think "problems" come from and your go-to solutions
4. How might these ideas (about qualities of counselling interactions, sources of problems, and go-to solutions) shape your interactions with others?
5. Describe your assumptions and biases about counselling in the context of kinesiology and health science

#### ***Extra stuff to do:***

1. Get familiar with eClass and all the assignment and rubric information found under the Welcome & general information section; there is also a course orientation recording to check out!
2. 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. <https://doi.org/10.1080/09687599.2017.1302320> Available on eClass.
3. Read What sanist words do you often hear? Blog post by Victoria Velour on Disabilitease Academy, available [here](#) and posted on eClass. Content note: This article includes some of those sanist words!
4. Read McLeod et al (2018). Developing and applying embedded counselling skills: What happens after initial training. Poster presentation. [https://rke.abertay.ac.uk/ws/portalfiles/portal/23431388/McLeod\\_DevelopingAndApplyingEmbeddedCounsellingSkills\\_Presented\\_2018.pdf](https://rke.abertay.ac.uk/ws/portalfiles/portal/23431388/McLeod_DevelopingAndApplyingEmbeddedCounsellingSkills_Presented_2018.pdf) Available on eClass.

## **JANUARY 15: 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 helper being self-aware, self-reflective, and open to their biases. Partnership is also at the organizational level – something we will only skim.

### ***Tutorial (January 17): 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 your potential biases across various scenarios

### ***Extra stuff to do:***

1. Read 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 22: 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 (January 24): 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.**

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

### ***Extra stuff to do:***

1. Read *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](https://blog.goodlifefitness.com/article/the-trouble-with-toxic-positivity?utm_source=Campaign&utm_medium=Email&deliveryName=DM11653))

## **JANUARY 29: INTRODUCTION TO COUNSELLING SKILLS & PROBLEM SET TEST WARM-UP**

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. A flipped classroom approach will occur today. A pre-recorded lecture will be posted one week before today. It is expected (and strongly encouraged) that you come to today's lecture having already watched the pre-recorded lecture...there is an in-class assignment due by the end of lecture today (specifically 12:20pm on January 29). There are several options for completing the assignment, all described in the full assignment information on eClass under the Welcome & general information section.

### ***Tutorial (January 31): Practicing some skills, providing peer feedback***

This week's tutorial will offer a chance to practice counselling skills in mock scenarios with your peers and rate and reflect on your counselling skills. You will also provide feedback as a peer-observer. Find the worksheet on eClass **(to be submitted by the start of your next tutorial, as part of your engagement grade and Part 1 of your skill growth self-evaluation and reflection)**.

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

1. Apply counselling skills in a mock interaction
2. Identify counselling skills through observing a mock scenario
3. Provide feedback to peers about their counselling skills in a mock scenario
4. Rate and critically reflect on your own application of counselling skills in a mock scenario

#### ***Extra stuff to do:***

1. Watch the video on eClass and practice identifying and critically unpack counselling skills. This is good practice for your Problem Set Test! Note the quality of this video improves (use the closed captioning feature if needed)

### **FEBRUARY 5: MOTIVATIONAL INTERVIEWING**

This week will explore a specific 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 7): 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 (to be submitted by the start of your next tutorial, as part of your engagement grade)**.

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

#### ***Extra stuff to do:***

1. Check out the resource: Characteristics of feedback that supports learning (Queens University), click "reveal answer":  
[https://www.queensu.ca/teachingandlearning/modules/assessments/13\\_s2\\_05\\_characteristics\\_of\\_feedback.html](https://www.queensu.ca/teachingandlearning/modules/assessments/13_s2_05_characteristics_of_feedback.html)
2. Read 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 12: 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 attempt to unpack mental health conversations that you might have in a kinesiology and health context.

### ***Tutorial (February 14): 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

**Extra stuff to do:**

- Read Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428. <https://doi.org/10.17763/haer.79.3.n0016675661t3n15> Available on eClass.
- Read 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.
- Re-read: What sanist words do you often hear? Blog post by Victoria Velour on Disabilitease Academy, available [here](#) and posted on eClass. Content note: This article includes some of those sanist words!

**READING WEEK (FEBRUARY 17-23)**

**FEBRUARY 26: 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 14's tutorial. The test file will be available February 26 at 10:30am (ET). You have until February 27 at 10:30am (ET) to submit the completed test. Be sure to check out my late policy!

***Tutorial (February 28): Take a break – no tutorials this week!***

***Take a break – no readings this week!***

**MARCH 4: 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 6):***

How can we have conversations about death, dying, and loss? **Find the worksheet on eClass (to be submitted by the start of your next tutorial, 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

**Extra stuff to do:**

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

**MARCH 11: ETHICAL CONSIDERATIONS**

Today will be used to consider some ethical considerations in kinesiology and health science contexts. How do organizational factors fit into these ethical considerations? We will circle back to collaborative partnership building.



### ***Tutorial (March 13): Help session for group counselling assignment***

This week's tutorial time will be used as a help session for the group counselling assignment. We will listen/watch an example interaction and unpack it. **Nothing to submit this week!**

***Take a break – no readings this week!***

### **MARCH 18: EMBEDDED COUNSELLING SKILLS PEER FEEDBACK & SKILL GROWTH REFLECTION**

We will use lecture time to practice our skills and get some feedback from peers and self-reflect! By now, I hope we feel a bit more comfortable to interact. The idea is also to get more practice (and feedback) so that your group counselling assignment is the best combination of science and art. Part 2 of the skill growth self-evaluation and reflection is due at the end of class today (12:20pm).

#### ***Extra stuff to do:***

1. Re-review resource: Characteristics of feedback that supports learning (Queens University), click "reveal answer":  
[https://www.queensu.ca/teachingandlearning/modules/assessments/13\\_s2\\_05\\_characteristics\\_of\\_feedback.html](https://www.queensu.ca/teachingandlearning/modules/assessments/13_s2_05_characteristics_of_feedback.html)

### ***Tutorial (March 20): Work period (on your own) for group counselling assignment***

Our tutorial time will be used as a work period (on your own) for your group counselling assignment. I will make myself available over zoom for any questions. See eClass for the zoom link.

### **MARCH 25 & 27: WORK WEEK FOR ASSIGNMENT – NO LECTURE, NO TUTORIALS, NO READINGS**

This week is a work week (on your own) for your assignment. I will make myself available for questions and concerns during our usual lecture time (use the zoom link on eClass). No course material will be covered and no tutorials – it is simply access time to me if you need it and time to work on your assignment.

### **APRIL 1 & 3: ASSIGNMENT DUE! NO LECTURE, NO TUTORIALS, NO READINGS**

Your group counselling assignment is **due April 3 by 1:30PM (ET)** to the eClass drop-box under the section for April 1 & 3: Work week for assignment.

**April 8: No class!**

## **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.). I use scientific rounding for the final grade (if the final grade is 78.6, I round it to 79). For a full description of York grading system see the York University Undergraduate Calendar found [here](#).

### **WORK SUBMISSION**

The problem set test warm-up assignment, problem set test, skill growth self-evaluation & reflection assignment, group counselling assignment and tutorial worksheets are to be submitted as described under the heading "Evaluation" of this outline, and/or within the full description of the assignment/worksheet on eClass.

### **LATENESS PENALTY**

Any evaluated work 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 (applies to the

problem set test and group counselling assignment). No extension requests will be accepted for the problem set test warm-up, skill growth self-evaluation and reflection assignment (either part) or any tutorial worksheet.

### **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:

- Academic Honesty & Integrity: <https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-%20policy-on/>
  - Comprehensive information about academic honesty, along with information about how to find resources at York to help improve your research and writing skills and cope with University life, can be found at: [www.yorku.ca/academicintegrity/](http://www.yorku.ca/academicintegrity/)
- Professional conduct in academic settings: <https://www.yorku.ca/secretariat/policies/policies/disruptive-%20and-or-harassing-behaviour-in-academic-situations-senate-policy/>
- Ethics Review Process for research involving human participants: <https://www.yorku.ca/secretariat/policies/policies/ethics-review-process-for-research-involving-human-participants-policy/>
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities: <https://accessibility.students.yorku.ca/>
- Religious Observance Accommodation: <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>