

**CAMOSUN COLLEGE
PSYCHOLOGY DEPARTMENT**

**PSYC 256 – INTRODUCTION TO COUNSELLING
Winter 2005**

- INSTRUCTOR:** E. Angela Henry
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- TEXT:** Shebib, Bob. (2003). Choices: Interviewing and Counselling skills for Canadians. 2nd ed. Toronto: Prentice Hall.
- REFERENCE TEXT:** Egan, Gerard. (2002). The Skilled Helper: A problem-management and opportunity-development approach to helping. 7th Edition. Pacific Grove CA: Brooks/Cole.
- REQUIREMENTS:** Standard cassette audio tapes (2)
- PREREQUISITES:** Psyc 154
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COURSE DESCRIPTION:

This course is designed to enhance the communication and helping skills of students interested in health, wellness, education or human services. Areas of focus will include helping/counselling relationship and attitude, advanced listening skills, structured interview skills, the process of personal change and self-awareness, and the helping process, issues and target groups.

LEARNING OUTCOMES: At the conclusion of this course a successful student will be able to:

1. Use basic and advanced communication skills
2. Understand, conceptualize and evaluate counselling values, beliefs, attitudes and issues
3. Conduct a structured interview within the context of a helping/counselling relationship
4. Apply the helping model in counselling or helping relationships
5. Use self-awareness as an integral part of the helping process

COURSE FORMAT: Classroom activities will include discussion of text readings, structured exercises, role-playing and small group work. **There will be one intensive mandatory Saturday class on March 12th. We will meet from 9:30 a.m. to 4:30 p.m..** Bring a lunch. Cafeteria services are not available. Come in comfortable clothing. The course concludes April 1st.

EVALUATION:

Students will be evaluated on

- a) their conceptual understanding of readings and discussions
- b) their ability to demonstrate skill in assignments and in classroom behaviour.

Be prepared for novel activities in a protected and supportive atmosphere. Be prepared also to take considerable responsibility for your own learning through clear and personal statements about your classroom needs. Whether you are interested in working with people or wanting to be involved in meaningful interpersonal relationships, your success depends a great deal on the practice of the skills. Active participation in the classroom exercises and discussions allows you to learn on the experiential level as well as the cognitive level thus facilitating your ability to apply the learning to your personal and practical life. It is expected that you will participate actively, helpfully, with sensitivity and reflectiveness and will contribute to the safe and supportive learning environment of yourself and others. Mere attendance is not enough in a course such as this one.

EVALUATION OVERVIEW:

1. Tests: There will be 2 tests	=	35 marks
One at midterm = 15 marks		
One at the end = 20 marks		
2. Skill Exercises	=	15 marks
4. Personal Change Project	=	25 marks
PCP Report #1	= 5 marks	
PCP Report #2	= 10 marks	
PCP Final Report	= 10 marks	
5. Group Presentation of Helping Process when applied to Target Groups	=	25 marks

TOTAL	=	100 marks
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GRADING SCHEME:

95 – 100% = A+	70 – 74% = B-
90 – 94% = A	65 – 69% = C+
85 – 89% = A-	60 – 64% = C
80 – 84% = B+	50 – 59% = D
75 – 79% = B	0 – 49% = F

ASSIGNMENT DETAIL:

1. Tests: There will be two tests that cover understanding of textbook readings. The tests will be multiple choice, short answer and responses to situations or dialogue.

2. Skill Exercises:

There will be several in-class exercises that help demonstrate and practice the helping skills. You will need ordinary cassette tapes for these exercises which predominantly will involve making tapes of your helping skills practice. Each is worth 5 marks.

3. Personal Change Project:

The key purpose of the helping profession is to facilitate CHANGE. In order to truly understand some of the processes that occur within individuals when undergoing change, you will be involved in a project of changing a personal behaviour so that you can have a first hand experience at what it takes to make life changes and the emotional issues that arise when you do. You will be acting much like our clients do when they undertake lifestyle changes. You will be partnered with a PCP buddy. A portion of each class will be spent listening and supporting each other in your endeavour. You will be applying the skills learned in class with your partner. You will not be graded on the success of your change project but on the insight and skills you bring to the process of change. **You will turn in three reports of your progress; two to show progress and the third a final summary of your project.**

Potential Projects:

You need to choose a topic that 1) is do-able within the semester and 2) that has personal meaning for you and 3) that you are able to share with a partner and can write about. It needs to be a topic that has some substance to it but not one that requires a therapist. You want also to avoid or be cautious about taking on large projects like stopping smoking or drinking. Some suitable topics that students have had good success with are:

- Getting fit
- Improving a relationship that you care about
- Stopping procrastination
- Changing your money management
- Interacting more effectively with others in social situations
- Improving self-concept
- Becoming more assertive in positive ways
- Overcoming irrational, self-defeating thoughts, emotions and actions
- Monitoring and controlling outbursts of anger
- Eliminating discriminative attitudes, behaviour and language associated with ethnicity, sex, culture
- Eating more nutritionally
- Learning to relax without drugs, TV or other people
- Learning to meditate
- Learning a new language
- Organizing and managing time more effectively
- Learning to study or read more effectively
- Overcoming exam anxiety

4. Group Presentation of the Helping Process:

In a group of four or five, you will demonstrate the helping process by presenting a workshop on the special considerations applied to an assigned target group. Choose one of the target groups or special topic areas listed below and thoroughly explore the challenges, the strengths, the special considerations, the kinds of issues, the typical settings and the helper approaches that typify and define this target group or topic. Your presentation must include a role-play of the client-helper relationship throughout the process illustrating an issue that would typify the client group or topic. Two students must portray the helper and the client, the other students will act as commentators about the process that is going on in much the same way that the "Helper's Notebook" would track observations and progress. You must demonstrate a variety of different helping skills. It should clearly outline the challenges and elements inherent in counselling your specific group or the kind of behaviours that would be used with your particular area of counselling. Your presentation should be 20 minutes and use appropriate audio-visual support (posters, flash-cards, charts etc.) to create an engaging, clear scenario that demonstrates your knowledge. All group members must be part of the presentation.

Target Groups or Special Topic Areas

- Employment Counselling (p. 258)
- People with mental disorders (p. 263)
- Suicide Counselling (p. 276)
- HIV-AIDS Clients (p. 280)
- Brief Counselling (p. 284)
- Immigrants & Multi-cultural clients (p. 307)
- First Nations clients (p. 309)
- Spirituality and Counselling (p. 312)

A good presentation is:

- clearly organized showing all four phases of the process (p.20)
- begins with a clear introduction to the client group or topic area and the possible settings where this client would appear.
- reiterates key points frequently to reinforce concepts
- included a minimum of five different helping skills in a role-play
- describes clearly the issues surrounding the target group and the possible solutions to achieve optimal counselling experiences.
- explores the type of counselling or topic area and identifies its value and uses and demonstrates its use.
- contains appropriate and relevant AV support
- is well rehearsed with the use of minimal cue cards only
- ends with a strong summary that reviews the features of the target group the special challenges the clients issues present and the expected follow-up plan.

An outline of your presentation is due March 4th, one week before your presentation. This must detail the objectives of the presentation, the challenges, the client issues you are choosing, the research you are including and your expected goals and strategies.

FINAL NOTES:

- Attendance:** In a course such as this where a good deal of class time is spent practicing skills, 100% attendance is expected so that you have the best opportunity for success and you do not impact the learning of others.
- Style:** All writing in psychology must follow American Psychological Assoc. (A.P.A.) style. Papers must be well-proofed, typed, have a title page and follow APA rules for writing and referencing. See www.apastyle.org or www.wooster.edu/psychology/apa-crib.html for online assistance with APA or the reference section of the library.
- Late Policy:** Assignments are due at the beginning of the class as per the attached schedule. You are allowed one late assignment without penalty and without reason during the course. This must be negotiated with me. In the event of unforeseen difficulties, let me know (best before the due date) and negotiate when the assignment will be completed. All other late assignments are subject to a 10% penalty.
- Confidentiality:** Because of the nature of this course, personal material shared in class and in assignments is to be held in strictest confidence.

SCHEDULE OF CLASSES

DATE	TOPIC	READINGS	ASSIGNMENTS
Jan 14	Intro & Groups		Choose Personal Change Project & Group Presentation
Jan 21	Intro to Counselling	Ch. 1	PCP Report #1
Jan 28	Ethics, Values & Self-awareness	Ch. 2	
Feb 4	The Helping Relationship	Ch. 3	Skill exercise, bring tape
Feb 11	Reading Break, no class		
Feb 18	Advanced Listening	Ch. 4	Skill exercise, bring tape
Feb 25	Interviewing Skills	Ch 5	PCP Report #2
Mar 4	Test #1 & Group planning	Ch 1-5	Test Chs 1-5 Presentation Outline Due
Mar 11	Empathy & Empowerment	Ch 6 & 7	Skill exercise, bring tape
Sat. Mar 12 9:30 - 4:30	Group Presentations		WTCC Bring lunch,
Mar 18	Difficult Situations	Ch 8	
Mar 25	Easter Holiday No Class		Final PCP Report due online
Apr. 1	Test #2 and closure	Ch 6 - 10	Test #2;