



School of Arts & Science
PSYCHOLOGY DEPARTMENT
PSYC 256-002
Introduction to Counselling
2006F

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	E. Angela Henry		
(b)	Office Hours:	Office Hours as Posted or By Appointment		
(c)	Location:	Fisher 106E		
(d)	Phone:	370-3220 work	Alternative Phone:	361-1895 home (emergencies only)
(e)	Email:	henrya@camosun.bc.ca		
(f)	Website:	Web page: http://henrya.disted.camosun.bc.ca		

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

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

The outcomes will be measured by a combination of examinations, assignments, presentations, group work, and discussions.

3. Required Materials

TEXT: Egan, Gerard. (2002). The Skilled Helper: A problem-management and opportunity-development approach to helping. 8th Edition. Belmont, CA: Thomson Brooks/Cole.

REFERENCE TEXTS: Shebib, Bob. (2003) Choices: Interviewing and Counselling Skills for Canadians. 2nd ed. Toronto: Prentice Hall (on reserve in library)
Atkinson, D.R. & Hackett, G. (2004) Counseling Diverse Populations, 3rd ed. New York: McGraw Hill. (on reserve in library)

REQUIREMENTS: Standard cassette audio tapes (2)

PREREQUISITES: Psyc 154

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

SCHEDULE OF CLASSES

DATE	TOPIC	READINGS	ASSIGNMENTS
Sept 7	Introduction to course and assignments; Review Psyc 154		Choose Personal Change Project & Group Presentation Topics
Sept 14	Overview of the Helping Model, The Relationship Film: Brief Psychotherapy	Ch. 1-2	PCP Report #1 due
Sept 21	The Helping Relationship	Ch. 3	
Sept 28	Active Listening	Ch. 4	Tape #1 due; bring tape to class
Oct 5	Empathy	Ch. 5	
Oct 12	Probing – Summarizing	Ch 6	Tape #2 due; bring tape
Oct 19	Challenging	Ch. 7 & 8	
Oct 26	Difficult Clients	Ch 9	Tape #3 due; bring tape
Nov 2	Test	Ch 1 – 9	Test
Nov 9	Stage I – The Story	Ch 10	Group Meeting
Nov 16	Stage II – Goal-Setting	Ch 11 & 12	Presentation Outline Due Group Meeting
Nov 23	Stage III – Strategies	Ch 13	Group Meeting Final PCP Report due
Nov 30 <i>Optional</i>	Presentation Planning; Putting it All Together		Individual group meetings Last day to hand anything in
Dec 2 (Sat)	Group Presentations		Wilna Thomas Cultural Centre 8:30 – 4:30; bring lunch

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

EVALUATION:

Students will be evaluated on

- their conceptual understanding of readings and discussions
- 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. Many of the skills need active practice. You will be talking personally about your emotional life and listening to

classmates do the same. 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:

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|---|------------|
| 1. Tests: There will be 1 test at midterm | = 30 marks |
| 2. Skill Tape Exercises (3 @ 10 marks) | = 30 marks |
| 3. Personal Change Project
Report #1 = 5 marks
Report #2 = 10 marks | = 15 marks |
| 4. Group Presentation of Helping Process | = 25 marks |

TOTAL	= 100 marks
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6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
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I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ASSIGNMENT DETAIL:

1. Tests: There will be one test that covers understanding of textbook readings. The test will be multiple choice, short answer and responses to situations or dialogue. It will cover Chapters 1 – 9.

2. Skill Tape Exercises:

There will be three in-class exercises that help demonstrate and practice the helping skills. You will need ordinary cassette tapes for these exercises which will involve making tapes and analyzing your helping skills. Each is worth 10 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 in the Human Services area 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.

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:

- 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
- Organizing and managing time more effectively
- Learning to study or read more effectively
- Overcoming exam anxiety

You will be discussing your project weekly and writing a report on your experience.

4. Group Presentation of the Helping Process:

In a group of five or six, you will demonstrate the helping process by presenting a workshop on the special considerations applied to an assigned target group or topic. Choose one of the target groups or special topic areas listed below and thoroughly explore the following:

- * definition of the area and background research of the topic
- * challenges to the counsellor
- * strengths of the client
- * special considerations that the topic presents
- * kinds of issues clients come with
- * typical settings for this topic
- * helper approaches to best respond

Your presentation must include a role-play of the client-helper relationship throughout the three stages of 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. In addition you need to provide a theoretical background of your topic. Your presentation should be 20 minutes and use appropriate audio-visual support (posters, flash-cards, charts, powerpoint etc.) to create an engaging,

clear scenario that demonstrates your knowledge. You must provide your audience (approximately 35 people) with a short handout of appropriate resource material/agencies that support your topic. All group members must be part of the presentation.

Target Groups or Special Topic Areas

- Clients with a disability (Atkinson & Hackett, p. 36)
- The Older Client (Atkinson & Hackett, p.62)
- The Sexual Minority Client (Atkinson & Hackett, p.117)
- Suicide Counselling (Shebib, p. 276)
- Health Challenged Clients (Shebib, p.280)
- Couples Counselling
- Youth Counselling
- Family Counselling
- Spirituality and Counselling (Shebib, p. 312)
- Grief Counselling
- Multi-cultural Clients (Shebib p. 307 & 316)
- First Nations Counselling (Shebib, p. 309)

A good presentation:

- is clearly organized showing all three phases of the process
- begins with a clear introduction to the client group or topic area and the possible settings where this client would appear.
- outlines the theoretical support relevant to the topic
- reiterates key points frequently to reinforce concepts
- includes 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.
- Includes a handout of resources

An outline of your presentation is due Nov. 16th one week before your presentation. This must detail the client issue you are choosing, a reference list of theory and support material, your expected goals and strategies and who is doing what.

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 Assignments: Assignments are due in 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.
Note: No assignments will be accepted after Nov. 30th.

Confidentiality: Because of the nature of this course, personal material shared in class and in assignments is to be held in strictest confidence.

Group Members Contact List

Name	Phone	Email

Psyc 256 - Intro to Counselling
Personal Change Project Goal Setting **Due at Class #2**

Name: _____

Behaviour I wish to change:

Main Goal: At the end of the course I will be able to ...

Sub-Goals: To reach my goal I will chunk the main goal into small pieces. These might be:

-
-
-
-

Possible Strategies I might use to do this:

-
-
-
-

How changing this behaviour will add quality to my life:

Signed: _____