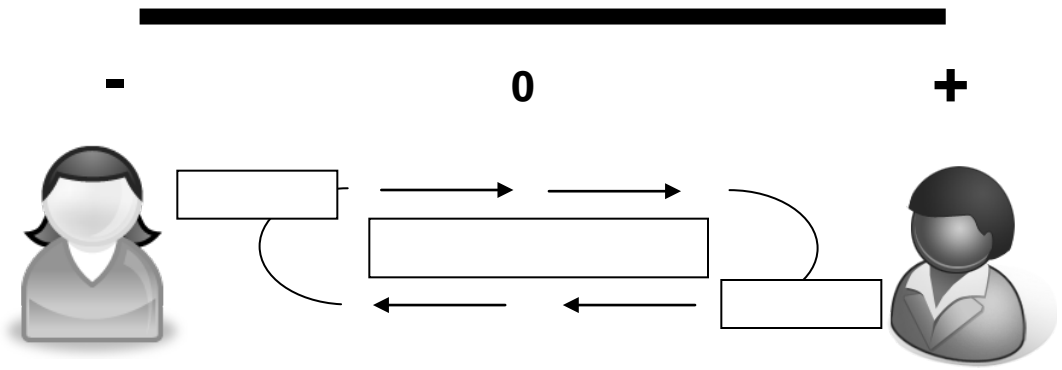


PSYCHOLOGY 256

INTRODUCTION TO COUNSELLING



CLIENT



GOALS



PLANS

IMPLEMENT





School of Arts & Science
PSYCHOLOGY DEPARTMENT
PSYC 256-01
Introduction to Counselling
Fall 2008

COURSE OUTLINE

The Approved Course Description is available in the 2007-2008 Camosun Calendar _____

1. Instructor Information

Instructor:	Marty Donatelli		
Office Hours:	1 hour before each class		
Location:	Office F352		
Phone:	370-3220		
Email:	donatellim@camosun.bc.ca		
Website:	www.camosun.bc.ca/learn/programs/psyc/psyc-faculty.html		

2. Intended Learning Outcomes

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/counselling relationship.
4. Apply the Skilled Helper model in counselling or helping relationships.
5. Use self-awareness as an integral part of the helping process.

The outcomes will be measured by a combination of quizzes, examinations, assignments, and discussions.

3. Required Materials

Egan, Gerard. (2006). Essentials of Skilled Helping: Managing problems, Developing Opportunities. Belmont, CA: Thomson Brooks/Cole
Standard cassette audio tape

4. Course Content and Schedule

Week	Topic	Required reading	
1	Introduction	Ch 1 online	
2	Establishing the Relationship	Ch 2 (not 32-33)	
3	Listening	Ch 3	q
4	Probing	p99-111 (Ch 5)	
5	Highlighting	Ch 4 +111-114, 142-147	q
6	Challenging	Ch 6 and Ch 7	
7	Managing Obstacles	p32-33, and 275-279	q
8	Midterm		
9	Client	Ch 8	
10	Goals	Ch 9	tape session
11	Plans	Ch 10	project #1 q
12.	Direct interventions		
13	Interventions II		project #2 q
14	Implementation	Ch 11	
15	Final exam	During final exam period Dec. 10-18	

Second project due week 13 for peer review, week 14 to instructor.
 Quizzes first 10 minutes of weeks 3, 5, 7, 11, 13
 The above is subject to change.
 Last day to change to audit or withdraw Nov. 6th
 Students must not make other arrangements until after the end of the exam period.

5. Basis of Student Assessment (Weighting)

(a)	Assignments	20% of final grade. In class and homework assignments.
(b)	Quizzes	20% of final grade.
(c)	Exams	1 midterm and 1 final. 20% each
(d)	Projects	Personal helping experience and skill analysis. 10% each of final grade

Examinations: There will be 2 examinations in this course. They will be composed of short paragraph answer, fill in the blank, matching and multiple-choice questions. Each will be worth 20% of your final grade. There is no comprehensive final exam. Your last unit exam will be written during the final exam period. There are no make-up exams.

Assignments and Projects are due at the beginning of the class on assigned due dates. Late assignments/projects are penalized 5% per day. **Note: No assignments/projects will be accepted 2 weeks after due date. Do not e-mail assignments/projects. Course projects must be typed and include word count.**

6. Grading System

Percentage	Grade	Grade Point Equivalency
90-100	A+	9
85-90	A	8
80-85	A-	7
77-79	B+	6
73-76	B	5
70-72	B-	4
65-69	C+	3
60-64	C	2
50-59	D	1
0-49	F	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
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.

Participation

Be prepared for novel activities in a protected and supportive atmosphere. Be prepared also to take considerable responsibility for your own learning. You will be talking personally about your 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 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. Many of the skills need active practice.

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

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TAPE ANALYSIS

The purpose of this assignment is for you to analyze your helping skills. You will focus on how well you executed the skills of this course in your taped session. This is a technical assessment not an essay. Describe how well you executed the skills.

Immediately following your session (while your memory is still fresh), take notes on Nonverbal and Focus/Empathy. This will help you in completing your write up.

Transcribe 7 minutes of your session. Number each of your responses. This (and only this) is what you will analyze. Attach the transcript to the back of your write up. 12 pt font include word count.

Half your grade will be on the quality of your helping skills, half on the quality of the analysis/write-up.

10% of final grade. Due week 11

- Introduction: one sentence

One paragraph on each of the following:

- Nonverbal

Your thoughts as well as feedback you got from your client.

- Focus & empathy

Ability to concentrate on your client's story and empathize with them

- G.S.T.

Optional

- Prompts

List the numbers from your transcript that are prompts. Comment on timing, variety, effectiveness, and improvements.

- Highlights (ideas, feelings, summaries, meaning)

List the numbers from your transcripts. Comment on appropriateness, effectiveness and improvements

- Probes (questions, statements, requests)

List the numbers from your transcripts. Comment on appropriateness, effectiveness and improvements

- Challenges (helper s-d, immediacy, information, options, confrontation, encouragement)

List the numbers from your transcripts. Comment on appropriateness, effectiveness and improvements

- Task stage

Briefly state what task/stage you client was at in the helping process. Discuss the subtasks of the stage that you were able and not able to address.

- Conclusion:

One paragraph (a few sentences – the key things you noticed about your skills)

COURSE PROJECT: PERSONAL HELPING EXPERIENCE

The purpose of this paper is to reflect on your helping experiences in this course. It should be about 1200 words, typed, double spaced, 12 point font. Include a word count at the end. The following are the areas that should be addressed in your paper. Do not use headings in your paper. Ensure there is a logical connection (use descriptive transition statements) and organization.

1. Introduction:

Start broad then narrow down to the purpose of this paper. (Some examples of things that may be addressed: Why helping is important. Why it is important to you. What areas do you use it/plan on using it. Types of clients.. etc.) Preview – “In this paper I will examine....”

2. Experiences

You will include your thoughts and experiences on:

What it was like to learn the skills (reading, class activities)

What it was like to use the skills (class activities, success/failure with client)

What it was like to be a client

It is your choice on how to organize this section. Some examples include: chronologically, by theme, framework, helping task, etc.

3. Your helping style:

What are the most important ideas/concepts when it comes to helping? And why.

What are the most important skills to use? And why.

Personal elements: philosophy, technique, model

4. Conclusion:

Go narrow to broad. Identify some of the key ideas and themes you've learned. Tie it all together.

Perhaps make reference to an important idea mentioned in the introduction

5. References: If necessary. APA format

It will be graded on how well it is written, organization, completeness, creativity, accuracy, and use of the skills/ideas/models used in this course.

You will be using the results from various assignments completed in the course to write your paper. These may be included as an appendix at the end of your paper. It is important that you keep these assignments.

Your paper will be read by another student. They will give you feedback and you will use this information to make improvements. Then it will be handed into the instructor. Do not use your clients name in your paper (just an initial)

You will be required to read over and evaluate another student's paper. You will provide them with thoughtful suggestions for improvement.

10% of final grade

Due for peer review week 13. To the instructor week 14.

Assignments and Projects are due at the beginning of the class on assigned due dates. Late assignments/projects are penalized 5% per day. **Note: No assignments/projects will be accepted 2 weeks after due date. Do not e-mail assignments/projects. Course projects must be typed and include word count.**