



School of Arts & Science
PSYCHOLOGY DEPARTMENT

PSYC 256-001
Introduction to Counselling
Fall 2009

COURSE OUTLINE

1. Instructor Information

Instructor:	Cate Pelling		
Office Hours:	Thursdays noon – 1:00 p.m.; other times by appointment		
Location:	Office 314F		
Phone:	370-3194		
Email:	pellingc@camosun.bc.ca		

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	Activities
1	Introduction		
2	Establishing the relationship	Chapters 1 & 2	
3	Listening	Chapter 3	quiz
4	Probing	pages 99 - 111	
5	Highlighting	Chapter 4; 111-114; 142-147	quiz
6	Challenging	Chapters 6 & 7	
7	Managing Obstacles	pages 32-33; 275-279	quiz
8	MIDTERM		
9	Client	Chapter 8	
10	Goals	Chapter 9	tape session
11	Plans	Chapter 10	proj 1
12	Direct Interventions		quiz
13	Interventions II		proj 2
14	Implementation	Chapter 11	quiz
15	Final Exam	During final exam period	

Quizzes will be held during the first 10 minutes of weeks 3, 5, 7, 12, 14

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 are 2 examinations in this course. They will be composed of short paragraph answer, fill in the blank, matching and multiple-choice questions. Each exam is worth 20% of your final grade. There is no comprehensive final exam. The 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. 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 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.

Technology Policy

No electronic devices are allowed during exams. This includes but is not limited to; computers, electronic dictionaries, electronic translators, cell phones, pdas, and other personal electronic devices.

Student's use of lap tops in class is restricted to note taking.

All cell phones must be turned off during class. Exceptions for emergency purposes only must be discussed with the instructor ahead of time.

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 this course. 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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PROJECT #1: SKILL ANALYSIS

The purpose of this assignment is for you to analyze your helping skills. You will record a 12-15 minute session with your client. The session should be client/problem focused. Avoid advanced highlights, confrontations, analysis and making suggestions. Immediately following your session (while your memory is still fresh), take notes on your Nonverbal skills. This will help you in completing your write up.

YOU are responsible for :

- ensuring you have a quiet place and privacy to conduct the session.
- the equipment is working/recording.
- proof reading your paper before handing it in
- ensuring the tape is cued up to the beginning
- assignment is completed on time

Half your grade will be based on the quality of your helping skills, half on the quality of the analysis/write-up. 10% of the final grade.

Due week 11

Include the following sections (use these headings)

CLIENT

Type of problem they have: work, relationship, future, physical stress, missed opportunity, other

Stage in helping process: 1 2 3 4

HELPER NONVERBAL

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

PROMPTS

Comment on variety, number, timing and effectiveness. What would you do to improve?

GST

Exact transcript of what was said:

Analysis: was it effective? What would you do differently? Why?

WRAP-UP

Exact transcript of what was said:

Analysis: was it effective? What would you do differently? Why?

HIGHLIGHTS

Transcribe 3-5 of your highlights. For each; a) identify what type it is b) Analysis: was it effective?

What would you do differently? Why?

PROBES/QUESTIONS

Transcribe 3-5 of your probes/questions. For each; a) identify what type it is b) Analysis: was it effective? What would you do differently? Why?

CHALLENGES

Transcribe 1-3 of your challenges. For each; a) identify what type it is b) Analysis: was it effective?

What would you do differently? Why?

MISSED OPPORTUNITIES

Transcribe 1-3 of your client's statements where you missed something important they said. For each write out an appropriate response you should have given.

PROJECT #2: ANALYSIS OF HELPING EXPERIENCE AND COURSE CONCEPTS

The purpose of this paper is to reflect on and analyze your experiences as a helper in this course as well as the course concepts. You will share your thoughts/opinions on the concepts, models and skills of helping. The paper requires original thought. Do not simply repeat a point made in this course. You need to provide broader, new/different and deeper perspectives on the skills, ideas and models of this course. You can restate ideas from this course but you must go beyond them. You can bring in your personal experiences; in class, in life, as a client, with clients to illustrate your points.

It should be about 1200-1400 words, typed, double spaced, 12 point font. Include a word count at the end. The paper will be graded on how well it is written, organization, completeness, creativity, accuracy, and use of the skills/ideas/models used in this course. It is a good idea to make use of various assignments completed in the course to assist you in writing this paper. If you use course assignments, include an appendix at the end of your paper. It is important that you keep these assignments.

Do not use your clients name in your paper (just an initial)

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.

Introduction: Introduce why helping or the role of helper is important and what you'll be covering in the paper

Body of the report is where you will address each of the skills, concepts, or models that you think are important. Ensure that you have something substantial to say for each.

Conclusion: tie it all together by presenting the main themes that you feel are most important to helping, and/or an explanation of your newly developed helping style, and/or an explanation of your newly developed helping model.

References: If necessary. APA format

10% of the final grade
