

	<p><i>School of Arts & Science</i> PSYCHOLOGY DEPARTMENT</p> <p>PSYC 256 (001/X01) Introduction to Counselling Winter 2013</p>
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COURSE OUTLINE

1. Instructor Information

Instructor:	Cate Pelling		
Office Hours:	Wednesday 9:15 – 11:15 a.m.; or by appointment		
Location:	Paul 233		
Phone:	370 - 3202		
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 beliefs, attitudes, issues and skills.
3. Conduct a structured interview within the context of a helping/counselling relationship.
4. Apply the Skilled Helper Model in helping relationships.
5. Use self-awareness as an integral part of the helping process.

The course 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

4. Course Content and Schedule

Week	Topic	Required Reading	Activities
1	Introduction		
2	Establishing the relationship	Chapters 1 & 2	
3	Listening	Chapter 3	
4	Highlighting	Chapter 4	
5	Probing and Summarizing	Chapter 5	quiz 1
6	Challenging	Chapter 6	
7	MIDTERM		
8	Specific Challenging Skills	Chapter 7	
9	Helping the Client Tell Their Story	Chapter 8	tape session
10	Goals	Chapter 9	proj 1 due
11	Plans	Chapter 10	quiz 2
12	Implementation	Chapter 11	quiz 3
13	Managing Obstacles Intervention	Chapter 11	in-class assign
14	Termination	D2L Notes	proj 2 due
15	FINAL EXAM ~ During final exam period		

Quizzes will be held during the first 10 minutes of weeks 5, 11, 12

5. Basis of Student Assessment (Weighting)

(a)	Assignments	15% In class assignment: 5% Group presentation: 10%
(b)	Quizzes	15% 3 quizzes - 5% each
(c)	Exams	35% 1 midterm (15%) and 1 final (20%)
(d)	Projects	30% Project 1: Skill Analysis (20%) Project 2: Personal Helping Experience (10%)
(e)	Participation	5% Attentiveness, mindful of the shared learning environment, class participation, attendance

Examinations and Quizzes: There are 2 examinations in this course. They are composed of short answer, fill in the blank, and multiple-choice questions. The midterm is worth 15% of the final grade and the final is worth 20% of your final grade. There is no comprehensive final exam.

There are three quizzes in the course. **There are no make-up quizzes. *Students who miss a quiz need to communicate with the instructor before the next class.*** Quizzes are based on specific chapters or the group presentations. Students are encouraged to take advantage of practice quizzes available online from the text publisher.

Assignments and Projects are due at the beginning of the class on assigned due dates. While students may send an electronic copy of an assignment or project to make an assignment deadline, ***a hard copy is required for marking purposes.*** Late assignments/projects are penalized 3% per day. Extension requests must be received 24 hours before due date.

Note: No assignments/projects will be accepted 2 weeks after due date. *Course projects must be typed and include word count.*

Completion of Project 1 is a course requirement.

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.

8. 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.

Please respect the learning environment and your fellow students. All cell phones must be turned off/vibrate during class. Exceptions, for emergency purposes only, must be discussed with the instructor ahead of time.

9. 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 talk about their life.
- Active participation in the classroom exercises and discussions allows you to learn on an **experiential** level as well as a cognitive level - thus facilitating your ability to **apply** the learning to your personal and professional 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 for this course. Many of the skills need active practice.
- Participation includes: attendance, attentiveness in class, respect for the learning environment, mindfulness, communication skills, being prepared for class (course reading, D2L content, case scenario exercises)

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

PROJECT #1: SKILL ANALYSIS

The purpose of this assignment is to give you the opportunity to analyze your use of the helping skills that have been covered and practiced in class.

You will record a 15 minute session with a client. The session is focused on Stage 1: Helping the Client Tell Their Story. Given that this is stage 1, the helper should avoid confrontation. Milder challenging skills are appropriate.

Immediately following your session (while your memory is still fresh), take notes on your nonverbal skills. Also, **ask your client for feedback 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.
- ensuring the equipment is working/recording.
- proofreading your paper before handing it in
- ensuring the tape is cued up to the beginning
- completing the assignment on time
- putting your audio file in the D2L dropbox
- transcribing the **entire** 15 min session
- submitting hard copies of the transcript and your analysis

10% of your grade will be based on the quality of your helping skills, 10% of your grade will be based on the quality of your analysis/write-up. **20% of the final grade.**

PROJECT 1

Write-up

The write-up should include the following headings:

CLIENT

Type of problem the client has: work, relationship, future, physical, stress, etc. This is stage one in helping process. The description should be concise (approx 3 lines) and include core message(s) and client emotion

HELPER NONVERBAL

Your thoughts on your nonverbal skills as well as the feedback you received 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 (say) differently? Why?

WRAP-UP

Exact transcript of what was said:

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

HIGHLIGHTS

Transcribe 3-5 of your highlights. **For each highlight**

- a) identify what type it is
- b) analysis: was it effective? What would you do (say) differently? Why?

PROBES/QUESTIONS

Transcribe 3-5 of your probes/questions. **For each probe**

- a) identify what type it is
- b) Analysis: was it effective? What would you do (say) differently? Why?

CHALLENGES

Transcribe 1-3 examples where you used one of the challenging skills. **For each challenge**

- a) identify which challenging skill was used
- b) the target of the challenge (what is being challenged)
- c) Analysis: was it effective? What would you do (say) differently? Why?

MISSED OPPORTUNITIES

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

PROJECT #2

ANALYSIS OF THE HELPING EXPERIENCE AND COURSE CONCEPTS

The purpose of this paper is to reflect on, and analyze, your experiences as a helper in this course in addition to the course concepts.

You are asked to share your thoughts/opinions on **the concepts, models and skills of helping**.

This paper requires original thought. Do not simply repeat a point made in this course. You need to move beyond description, definition and explanation to application of course content, integration of course content and/or conceptualization of the concepts, models and skills of helping in order to receive full marks. Marks are also assigned for clarity of writing – organization of your paper, grammar, accuracy of information, etc.

You can bring in your personal experiences - in class, in life, as a client, with clients to illustrate your points.

The paper should be approximately 1400 words, typed, double spaced, 12 point font. **Remember to include a word count at the end.**

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 client's name in your paper (just an initial).

The following are the areas that should be addressed in your paper.

- 1) Introduction: Introduce why helping or the role of helper is important and what you'll be covering in the paper
- 2) Body: address each of the skills, concepts, or models that you think are important. Ensure that you have something substantial to say for each.
- 3) 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
