



School of Arts & Science
PSYCHOLOGY
PSYC 256 (001)
INTRODUCTION TO COUNSELLING
Fall 2014

COURSE OUTLINEThe course description is online @
<http://camosun.ca/learn/calendar/current/web/psyc.html>

1. Instructor Information

(a)	Instructor:	Cate Pelling, MA, R.C.C.		
(b)	Office Hours:	Tuesday 11:00 am – 12:00 pm; Wednesday 1:00 – 2:00 pm; Thursday 1:30 – 2:30 pm or by appointment		
(c)	Location:	F308B		
(d)	Phone:	370-3308		
(e)	Email:	pellingc@camosun.bc.ca		

2. Intended Learning Outcomes

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

1. Describe and demonstrate basic and advanced communication skills.
2. Outline and evaluate theories involving counseling values, beliefs, attitudes and issues.
3. Perform a structured interview within the context of a helping/counseling exercise.
4. Apply a helping model to a simulated counseling exercise.
5. Describe how the actions and thoughts of the counselor can affect the helping process.

3. Required Materials

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

Also recommended: Psychology 256 Coursepack

4. Course Content and Schedule

Week	Topic	Required Reading	Activities
Sept 3	Introduction		
Sept 10	Establishing the relationship	Chapters 1 & 2	
Sept 17	Listening	Chapter 3	
Sept 24	Empathy & Highlighting	Chapter 4	begin presentations
Oct 1	Working with Client Emotions	Chapter 4	quiz 1
Oct 8	Prompts, Probes & Summarizing	Chapter 5	
Oct 15	MIDTERM		
Oct 22	Challenging	Chapters 6 & 7	
Oct 29	Helping the Client Tell Their Story	Chapter 8	quiz 2
Nov 5	Goals	Chapter 9	tape session
Nov 12	Plans	Chapter 10	project 1 due
Nov 19	Managing Obstacles	Chapter 11	quiz 3
Nov 26	Implementation	Chapter 11	in-class assign
Dec 3	Termination	D2L Notes	

FINAL EXAM ~ During final exam period

Quizzes will be held during the first 15 minutes of class in weeks 5, 9, 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	40% 1 midterm (15%) and 1 final (25%)
(d)	Projects	25% Project: Skill Analysis
(e)	Participation	5%

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 final exam has one long answer question. The midterm is worth 15% of the final grade and the final exam is worth 25% of your final grade. The final exam is not cumulative.

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 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 will be penalized 2% per day. Extension requests must be received 24 hours before due date.

Note: No assignments/projects will be accepted 2 weeks after due date. *Skill analysis project and group presentation assignment must be typed.*

Completion of the Skill Analysis Project is a course requirement.

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	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	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at camosun.ca for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3^d course attempt or at the point of course completion.)</i>
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.

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 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.

Use of lap tops is for 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.

5% Participation mark is based on:

- attendance and active participation
- attentiveness in class
- being mindful of others and demonstrating respect for the learning environment
- effective communication skills
- being prepared for class (course reading, D2L content, case scenario exercises)

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

PSYC 256

PROJECT: SKILL ANALYSIS

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

For this project, 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 forms of the 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 mark will be based on the quality of your helping skills, 15% of your mark will be based on the quality of your analysis/write-up.

The project is worth **25% of the final grade**.

The project includes **three** components. The audio file is placed in the course dropbox on D2L. Hard copies of the transcript of the 15 minute session and the analysis of your work are to be turned in at the beginning of class of the assignment due date. The transcript and analysis are separate documents.

PROJECT: SKILL ANALYSIS

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 emotions

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.