

ED 4420 : Introduction to Counselling

COURSE OUTLINE

INSTRUCTOR:	Kendel Tang, Ph.D.	Credit Hours: 3 (UT)
OFFICE NUMBER:	C427	Student Contact Hours: 3/wk
OFFICE PHONE NO.:	539-2867	Class Time: 18:00 – 20:50, Th
OFFICE HOURS:	10:00 – 11:30, T-Th	Delivery Mode: Lecture, discussion, and videotaped counselling simulation
EMAIL: tang@gprc.ab.ca		Course Prerequisite: PY1050 or ED2000 or equivalent

COURSE DESCRIPTION

This course is an introduction to counselling and is designed to appeal to students who plan to work in the fields of psychology, mental health, rehabilitation, education, and other human-service professions. Students will be exposed to a variety of theoretical perspectives in counselling and will be assisted in acquiring basic trans-theoretical microcounselling skills.

Emphasis will be given to both counselling theory and practice. A greater portion of each three-hour session will focus on concepts and theories that constitute the foundation of counselling while the rest of the session will deal with the applied aspects of the course. This course will include discussion of the psychoanalytic, humanistic, rational-emotive, cognitive, and behavioral approaches to counselling theory and practice as well as the characteristics and skills required of a counsellor in building, maintaining, and terminating a counselling relationship. The course will also involve examination and discussion of various types of counselling specialties and the role and functions of the counsellor as a specialist in helping people make choices or changes in their lives to achieve self-actualization or to solve personal or interpersonal problems. Some of the counselling specialties to be explored are school counselling, rehabilitation and mental health counselling, marriage and family counselling, and career counselling. Attention will also be given to issues in counselling special groups such as cultural minorities, women, men, adolescents, and the aged. Counselling demonstrations, videotapes, and counselling simulations will also be part of the course to facilitate the acquisition of basic counselling and interpersonal communication skills.

COURSE OBJECTIVES

This course aims to help students achieve the following objectives:

1. To acquire an understanding of the concepts and various theoretical and ethical perspectives underlying counselling practice.
2. To develop the requisite skills and attitudes for understanding self (one's personality) and others and to enhance personal attributes (personal growth) that are conducive to the counselling process.
3. To examine and compare specific theories and types of counselling orientations, their goals, techniques, and approaches.
4. To acquire basic interpersonal communication and counselling skills such as active listening, paraphrasing, summarizing, reflecting feelings, clarifying ideas, open and closed questioning, probing, focusing, interpreting, confronting, self-disclosing, and exploring alternative solutions to problems and identifying their probable logical consequences in order to assist clients in decision-making. Students will also learn basic influencing skills/strategies and their appropriate use.

REQUIRED TEXTS

Gladding, S. T. (2000). Counseling: A Comprehensive Profession (4th ed.). Upper Saddle River, New Jersey: Prentice-Hall, Inc.

Ivey, A. E. et al. (1999). Intentional Interviewing and Counseling (4th ed.). Pacific Grove, Ca.: Brooks/Cole publishing Company.

COURSE ASSIGNMENTS

1. Each student will prepare and submit a review or critique of one article from professional journals such as: *Journal of Counseling and Development*, *Journal of Counseling Psychology*, *Journal of Mental Health Counseling*, *Journal of Multicultural Counseling and Development*, *School Guidance Worker*, *Elementary Counselor*, and *Journal for Specialists in Group Work*. Each review should be about four typewritten pages (double-spaced) in length, following a specified format which will be provided by the instructor.
Value: 10% of course grade. Due: Session 6 in October
2. As an individual project, each member of a group of four students will submit a videotaped simulated counselling interview which demonstrates communication and counselling skills learned in the course.
Value: 20% of course grade. Due: Session 12 in November
3. As an aid to self-understanding and self-growth, each student will become familiar with the typology of the Myers-Briggs Type Indicator (MBTI) or the dimensions of the NEO-PI-R (a personality inventory) and will keep a weekly log of how he or she has utilized increased self-knowledge in enhancing personality strengths, compensating for weaknesses, acquiring counselling skills, relating effectively with others, and setting and implementing objectives for one's own behaviour change and total personal growth. Each weekly entry should be about two double-spaced typewritten pages in length.
Value: 20% of course grade. Due: Every Class Session (after the first session)

GRADING SYSTEM

SCALE TRANSLATIONS		APPROXIMATE % EQUIVALENT
9		90 - 100
8	<u>Excellent</u>	<u>80 - 89</u>
7		72 - 79
6	<u>Good</u>	<u>65 - 71</u>
5		57 - 64
4	<u>Pass</u>	<u>50 - 56</u>
3	<u>Failure</u>	<u>45 - 49</u>
2	<u>Failure</u>	<u>26 - 44</u>
1	<u>Failure</u>	<u>0 - 25</u>

Marks in the course will be weighted as follows

Class participation and attendance	10%
Assignment No. 1	10%
Assignment No. 2	20%
Assignment No. 3	20%
Midterm Exam	20%
Final Exam	20%
Total	100%

Note: The midterm and final exams will include multiple-choice, short-answer, and essay questions based on text material (Gladding's text only) and class lectures.

ENROLLMENT LIMIT

20 students

SUPPLEMENTARY COURSE INFORMATION

The readings assigned for each class should be completed before attending that class, except for the first class.

As this course will be partially experiential with practice exercises and only meets once a week for three hours, attendance at all sessions is required and is critical to the student's success in the course. One unexcused absence will be allowed without grade penalty for nonparticipation in class exercises. A written request for more than one absence without grade deduction is required in advance and will be granted only for a very good reason. In case of illness or emergency, notify the instructor as soon as possible so that adjustments can be made by other members of your counselling group in performing their counselling simulation exercises or activities without your participation. Needless to say, there is no penalty for absence due to illness or emergency. A note from a doctor or the College nurse is required. Advanced self-care for the prevention of illness or injury is, however, highly expected of every student.

Please use a typewriter or word processor for all your written assignments. Leave room in the margins for instructor's comments. Late papers or assignments will receive one grade cut (about 10%) per week unless a written request has been approved to submit a late assignment.

If you find yourself having difficulty in this course, please contact the instructor immediately for possible assistance. If you simply want more discussion with the instructor about any aspect of the course, please visit his office during office hours or at a more convenient pre-arranged time.

CONFIDENTIALITY AND ETHICS INFORMATION

In this course, you are entering an experience which involves a fair amount of role-playing and practice interviewing and counselling. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality and trust. These same principles hold when talking to your future clients.

At the same time keep in mind the legal limits of confidentiality. You have no legal right to maintain confidentiality if you were instructed by a judge to answer a specific question by an attorney in court. Study the ethics code for counsellors, particularly paying attention to issues of confidentiality and client's rights.

When audio- or videotaping a session with a role-playing or real client, be sure you have permission on tape for that interview to proceed. If your client wishes, stop the tape at any time. Submit to the instructor only client-approved portions of the video for evaluation.

FOR YOUR CONSIDERATION IN YOUR ROLE PLAYS AS CLIENTS: You have the right and personal responsibility to only share of yourself what you want to talk about. You are not required to disclose any personal information that you do not want to share with your classmates. The topics or situations that you choose to discuss in simulated counselling sessions may be hypothetical or contrived. (A list of possible topics or situations will be provided by the instructor.) You have the right and a choice to not participate or to stop participating in any experiential exercises. At the same time, if you find yourself not wishing to engage in the counselling exercises at all, despite assurance of confidentiality, you may opt to drop the course, which is probably not suitable for you at this time.

Breach of confidentiality and trust by any person involved in this course is a serious violation of the ethics code of the counselling profession and may have serious consequences to self and others. Never divulge personal information learned in class to others who are not enrolled in this course.

TIMETABLE

ED 4420

Fall Semester, 2001-02

<u>SESSIONS</u>	<u>ASSIGNED READINGS</u>
Session 1	Chapter 1 (Gladding): History of and Trends in Counseling Chapter 2 (Gladding): The Effective Counselor
Session 2	Chapter 3 (Gladding): Ethical and Legal Aspects of Counseling Appendix A (Gladding): Ethical Standards of the American Counseling Association (ACA)
Session 3	Chapter 1 (Ivey): Towards Intentional Interviewing and Counseling Chapter 4 (Gladding): Counseling in a Multicultural and Pluralistic Society Chapter 2 (Ivey): Attending Behavior: Basic to Communication Chapter 3 (Ivey): Questions: Opening Communication
Session 4	Chapter 5 (Gladding): Building a Counseling Relationship Chapter 6 (Gladding): Working in a Counseling Relationship Chapter 4 (Ivey): Observation Skills Chapter 5 (Ivey): Encouraging, Paraphrasing, and Summarizing: Hearing the Client Accurately
Session 5	Chapter 7 (Gladding): Termination of Counseling Relationships Chapter 6 (Ivey): Noting and Reflecting Feelings: A Foundation of Client Experience Chapter 7 (Ivey): Selecting and Structuring Skills to Meet Client Needs: How to Conduct a Complete Interview Using Only Listening Skills
Session 6	Chapter 8 (Gladding): Psychoanalytic and Adlerian Approaches to Counseling
Session 7	Chapter 8 (Ivey): The Skills of Confrontation: Supporting While Challenging Chapter 9 (Gladding): Person-Centered, Existential, and Gestalt Approaches to Counseling
Session 8	Chapter 9 (Ivey): Focusing the Narrative Chapter 10 (Gladding): Rational Emotive Behavior Therapy and Transactional Analysis Chapters 10 (Ivey): Eliciting and Reflecting Meaning: Helping Clients Explore Values and Beliefs
Session 9	Chapter 11 (Ivey): Influencing Skills: Six Strategies for Change Chapter 11 (Gladding): Behavioral, Cognitive Behavioral, and Reality therapy (Midterm Exam: Chapters 1 – 10 of Gladding's text) Chapter 12 (Gladding): Marriage and Family Counseling: Systems Theory
Session 10	Chapter 12 (Ivey): Skills Integration: Putting It All Together Chapter 13 (Gladding): Groups in Counseling Chapter 14 (Gladding): Career Counseling over the Life Span Chapter 13 (Ivey): Integrating Microskills with Theory: Sequencing and Interviewing Stages
Session 11	Chapter 15 (Gladding): Elementary, Middle, and Secondary School Counseling Chapter 16 (Gladding): College Counseling and Student Life Services Chapter 14 (Ivey): Determining Personal Style and Future Theoretical/Practical Integration
Session 12	Chapter 17 (Gladding): Mental Health, Substance Abuse, and Rehabilitation Counseling, Chapter 18 (Gladding): Consultation
Session 13	Chapter 19 (Gladding): Evaluation and Research
Session 14	Chapter 20 (Gladding): Testing, Assessment, and Diagnosis in Counseling (Final Exam: Chapters 11 – 20 of Gladding's text)

Note: The session dates will be announced on the first day of class. **This timetable is tentative. Any future changes to it will be announced in class in consultation with the students present.**