

GRANDE PRAIRIE REGIONAL COLLEGE  
Grande Prairie, Alberta  
Winter Semester, 2003 - 04

**ED 4420 : Introduction to Counselling**

**COURSE OUTLINE**

INSTRUCTOR:	Kendel Tang, Ph.D.	Credit Hours: 3 (UT: All Alberta universities)
OFFICE NUMBER:	C427	Student Contact Hours: 3/wk
OFFICE PHONE NO:	539-2867	Class Time: 2:30 – 3:50 p.m., Tue. & Thur.
OFFICE HOURS:	2:30 – 4:00 p.m. , M & W	Course Conduct: Classroom lecture, discussion, demonstration & videotaped counselling simulation
EMAIL: <a href="mailto:ktang@gprc.ab.ca">ktang@gprc.ab.ca</a>		Course Prerequisite: PY 1050 or ED 2000 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. This course will include discussion of the psychoanalytic, humanistic, Adlerian, cognitive, behavioral, systemic, brief, and crisis theories of counselling 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, substance abuse and disability 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 oneself (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 in helping clients make desired changes in their lives.

## REQUIRED TEXTS

Gladding, S. T. (2004). Counseling: A Comprehensive Profession (5th ed.). Upper Saddle River, New Jersey: Pearson Education Inc.

Ivey, A. E. & Ivey, M.B. (2003). Intentional Interviewing and Counseling (5th ed.). Pacific Grove, Ca.: Brooks/Cole publishing Company.

## COURSE ASSIGNMENTS

1. Each student will prepare and submit a review or critique of one article related to counselling 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: Feb. 24, 2004**
2. As an individual project, each member of a group of five students will submit a videotaped simulated counselling interview which demonstrates communication and counselling skills learned in the course.  
**Value: 20% of course grade. Due: April 6, 2004**
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 other approved personality inventories. Each student 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 personal growth (social, cognitive, emotional, physical, and spiritual). Each weekly entry should be about two double-spaced typewritten pages in length. (Do not use a plastic cover.)  
**Value: 20% of course grade. Due: Every Tuesday (after the first session). Every journal entry will be returned to the student with recommendations, if any, without any grade attached. The whole set of entries should be re-submitted in a folder for final grading on April 13, 2004.**

## GRADING SYSTEM

<u>Alpha Grade</u>	<u>4-Point Equivalence</u>	<u>Descriptor</u>
A+	4.0	
<u>A</u>	4.0	<u>Excellent</u>
A-	3.7	
<u>B+</u>	3.3	<u>First Class Standing</u>
B	3.0	
<u>B-</u>	2.7	<u>Good</u>
C+	2.3	
C	2.0	
<u>C-</u>	1.7	<u>Satisfactory</u>
<u>D+</u>	1.3	<u>Poor</u>
<u>D</u>	1.0	<u>Minimal Pass</u>
<u>F</u>	0.0	<u>Failure</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. A combination of criterion reference and norm reference grading methods will be employed in determining final grades.**

**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, 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 (10% for each unexcused absence) 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. Present to the instructor a doctor's note or any documentation of illness or emergency when you come to the next class session. To prevent illness or injury, advanced self-care (physical, emotional, social, spiritual) is highly expected of every student in this course.

Please use a typewriter or preferably a 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 without a written permission from the person or persons involved. .

## **TIMETABLE**

### **ED 4420**

Winter Semester, 2003 - 04

<u>Dates</u>	<u>ASSIGNED READINGS AND COUNSELLING SIMULATIONS</u>
Jan. 6	Chapter 1 (Gladding): History of and Trends in Counseling
Jan. 8	Chapter 2 (Gladding): Personal and Professional Aspects of Counseling
Jan 13	Chapter 3 (Gladding): Ethical and Legal Aspects of Counseling Appendix A (Gladding): Ethical Standards of the American Counseling Association (ACA)
Jan. 15	Chapter 1 (Ivey): Towards Intentional Interviewing and Counseling Counselling Simulation/Practice
Jan. 20	Chapter 4 (Gladding): Counseling in a Multicultural and Diverse Society Chapter 2 (Ivey): Attending Behavior: Basic to Communication Chapter 3 (Ivey): Questions: Opening Communication
Jan. 22	Counselling Simulation/Practice Chapter 4 (Ivey): Observation Skills Chapter 5 (Ivey): Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening
Jan. 27	Chapter 5 (Gladding): Building a Counseling Relationship Chapter 6 (Ivey): Noting and Reflecting Feelings: A Foundation of Client Experience
Jan 29	Chapter 6 (Gladding): Working in a Counseling Relationship Chapter 7 (Ivey): Integrating Listening Skills: How to Conduct A Well-Formed Interview
Feb. 3	Counselling Simulation/Practice Chapter 8 (Ivey): The Skills of Confrontation: Supporting While Challenging Chapter 9 (Ivey): Focusing the Interview: Exploring the Story from Multiple Perspectives
Feb. 5	Chapter 7 (Gladding): Termination of Counseling Relationships Chapters 10 (Ivey): Eliciting and Reflecting Meaning: Helping Clients Explore Values and Beliefs Chapter 11 (Ivey): Influencing Skills: Six Strategies for Change
Feb. 10	Chapter 8 (Gladding): Psychoanalytic, Adlerian, and Humanistic Theories of Counseling
Feb. 12	Counselling Simulation/Practice
Feb. 16 – 20	<b><u>Winter Break</u></b>
Feb. 24	Chapter 9 (Gladding): Behavioral, Cognitive, Systemic, and Crisis Theories of Counseling
Feb. 26	Chapter 10 (Gladding): Groups in Counseling
Mar. 2 (Tue.)	<b><u>Midterm Exam</u></b> : Chapters 1 – 9 of Gladding's text (80 min.)
Mar 4	Counselling Simulation/Practice Chapter 12 (Ivey): Skills Integration: Putting It All Together
Mar. 9	Chapter 11 (Gladding): Consultation
Mar. 11	Chapter 13 (Gladding): Testing, Assessment, and Diagnosis in Counseling Chapter 13 (Ivey): Integrating Microskills with Theory: Sequencing Skills and Interview Stages
Mar. 16	Counselling Simulation/Practice
Mar. 18	Chapter 14 (Gladding): Career Counseling Over the Lifespan Chapter 14 (Ivey): Determining Personal Style and Future Theoretical/Practical

#### Integration

Mar. 23	Chapter 15 (Gladding): Marriage and Family Counseling
Mar. 25	Counselling Simulation/Practice
Mar. 31	Chapter 16 (Gladding): Elementary, Middle, and Secondary School Counseling
Apr. 1	Chapter 17 (Gladding): College Counseling and Student-Life Services
Apr. 6	Counselling Simulation/Practice
Apr. 8	Chapter 18 (Gladding): Substance Abuse and Disability Counseling
Apr. 13	Chapter 19 (Gladding): Mental Health and Community Counseling
Apr. 15	Review for final Exam on Chapters 10-19 of Gladding's text
Apr. 19 – 28	Final Exam Period

**Note: This timetable is tentative. Any future changes to this timetable will be announced in class in consultation with the students present. The final exam date will be posted by the Registrar's office.**