

GRANDE PRAIRIE REGIONAL COLLEGE
Grande Prairie, Alberta
Fall Semester, 1997

ED 4110 : Introduction to Counselling

COURSE OUTLINE

INSTRUCTOR: Dr. Kendel Tang
OFFICE NUMBER: C427
OFFICE PHONE NO. : 539-2867
OFFICE HOURS: 10:00 a.m. - 11:00 a.m., M-W-F, or by appointment

COURSE DESCRIPTION

This course is an introduction to counselling and guidance services and is designed to appeal to students who plan to work in the fields of psychology and mental health, rehabilitation, education and other human-service occupations. 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 and the role and function 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 which are essential to the counselling process.
3. To examine and compare specific theories and types of counselling, 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 to assist clients in decision-making. Students will also learn basic influencing skills/strategies and their appropriate use.

REQUIRED TEXTS:

Gladding, S. T. (1996). Counseling: A Comprehensive Profession (3rd ed.). Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Ivey, A. E. (1994). Intentional Interviewing and Counseling (3rd 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.
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 to others, and setting and implementing objectives for one's own behaviour change. 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	
<u>8</u>	<u>Excellent</u>	<u>80 - 89</u>	
7		72 - 79	
<u>6</u>	<u>Good</u>	<u>65 - 71</u>	
5		57 - 64	
<u>4</u>	<u>Pass</u>	<u>50 - 56</u>	
<u>3</u>	<u>Failure</u>	<u>45 - 49</u>	
2	Failure	26 - 44	
1	Failure	0 - 25	

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	15%
Final Exam	25%
Total:	100%

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

COURSE PREREQUISITE

ED 1630 or PY 1050 or equivalent

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 critical. One unexcused absence will be allowed without grade penalty for nonparticipation in class exercises. A written request for more than one absence will be required in advance.

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 per week unless written agreement is made ahead of time.

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 drop in 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 clients.

At the same time keep in mind the legal limits of confidentiality. You have no legal right to maintain confidentiality if you were questioned by an attorney in court. Study the ethics code, 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.

- **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. 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, despite assurance of confidentiality, you may prefer to drop the course.

Breach of confidentiality and trust by any person involved in this course is a serious violation of the ethics code of the counselling profession.

TIMETABLE

ED 4110

Fall Semester, 1997

<u>SESSIONS</u>	<u>ASSIGNED READINGS</u>
Session 1	Chapters 1, 3, and Appendix A (Gladding)
Session 2	Chapters 2 and 4 (Gladding)
Session 3	Chapter 1 (Ivey) Chapters 5 and 6 (Gladding)
Session 4	Chapters 2 and 3 (Ivey) Chapters 7 and 8 (Gladding) Chapters 4 and 5 (Ivey)
Session 5	Chapter 9 (Gladding) Chapter 6 (Ivey)
Session 6	Chapter 10 (Gladding) Chapter 7 (Ivey)
Session 7	Chapter 11 (Gladding) Chapter 8 (Ivey)
Session 8	Chapter 12 (Gladding) and Midterm Exam Chapters 9 and 10 (Ivey)
Session 9	Chapters 13 and 14 (Gladding) Chapter 11 (Ivey)
Session 10	Chapters 15 and 16 (Gladding) Chapter 12 (Ivey)
Session 11	Chapters 17 and 18 (Gladding) Chapter 13 (Ivey)
Session 12	Chapters 19 and 20 (Gladding)
Session 13	Chapters 21 and 22 (Gladding)
Session 14	Final Exam

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