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|  |  | August 9 – September 1, 2017 MWF 8:30 – noon, or later to complete lab. |
| CPSY 490F Basic Counselling Skills Northwest Building Room #112 |  | Instructor: Corrina A Arnold MA MC E-Mail: [corrinaarnold@telus.net](mailto:corrinaarnold@telus.net) Phone: 1(604) 316-3585 |
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| Overview This course introduces the art of counselling skills as a part of the growth process. Basic helping skills will be explored from Hill’s three-stage model of helping: exploration, insight and action. Goals Students will be provided a framework from which they can approach the counselling process. They will also learn specific skills to use in sessions with clients to help their clients explore, gain insight and make changes in their lives. Students will also begin to explore the process of understanding themselves and coming to think of themselves as helpers. Course Objectives  1. To gain knowledge and understanding about helping skills. 2. To practice and gain competency in using different helping skills. 3. To pursue greater sensitivity towards self-awareness as a helper. 4. To integrate a Christian perspective into our ideas of helping. 5. To gain an awareness of personal patterns of interaction.  Text Books Hill, C. Helping Skills: Facilitating Exploration, Insight, and Action. Fourth Edition, Washington, DC: American Psychological Association.  Yalom, Irvin D. The Gift of Therapy An Open Letter to a New Generation of Therapists and Their Patents. New York, NY: Harper Perennial. |  | Materials Needed Two 4-6 GB Flash drives; to record your counselling sessions on. You will need the second flash drive to hand in with your session transcript or a DVD. These will be returned to you with your graded transcript. Major Assignment Overview August 18  Mid-term Exam  August 21  Transcript 20 minute session due  August 25  Self-Examination paper due  September 1  Transcript 40 minute session due  Final exam |

PLEASE NOTE:

* Completion of this course does not qualify students to practice as counselors or therapists without additional training and supervision. Feedback will be provided to the Counselling Psychology Department on all participants’ current fitness for the profession of counseling.
* Assignments handed in late will count as a ‘0’, but ALL assignments need to be handed in for course completion. Please be sure your work is legible and include your name, date and class number.
* Final letter grade will reflect both a behavioural and an experiential component.

# Organization of the class:

1. The class mornings will be divided into two parts:

The first 1 ½-2 hours will be lecture and class discussion on the theory and practice of the skill of the day. You will be expected to have completed the readings PRIOR to coming to class and be prepared to discuss the readings in class. To prepare for the class, you will bring to class one or two questions or discussion points that came up when you did the readings. These will be handed in at the *beginning of each class* to be used in class discussion.

1. The lab section will meet the last 1 ½ hours of class. Because of the condensed nature of the course some of the labs will require that the students also meet outside of assigned lab class time to complete the assignment. Lab sessions will consist of skills practice exercises and actual video recorded (20-40 minute) counselling sessions of students rotating between client, observer and therapist roles. At the end of each lab there is a set of reflection questions for each role you play in the triad, students are expected to incorporate these reflections into their process journals and transcripts.

# **Requirements:**

1. **Class Attendance**

Attendance is required for all classes because of the experiential nature of the course. For each unexcused absence your grade will be lowered one level (from A+ to A, A to A-, etc.). Attendance is very serious as your ability to be an effective helper hinges on being present to learn and practice the skills.

1. **Reading the Required Text 10%**

**PRIOR TO THE FIRST CLASS: Read Hill Chapters 1-5.**

To prepare for *each class*, read assigned chapters and write down one or two questions or discussion points that come up when you do the required readings. These will be handed in at the *beginning of each class* and used as part of the class discussion/lecture time. Please be sure what you hand in is legible and includes your name, date and class number.

1. **Self-Examination Paper 10%**

You will prepare for this paper by taking the Enneogram personality test, on MyCourses, class 1. Look into the details of your Enneogram’s (<https://www.enneagraminstitute.com/type-descriptions/>) three top scores and be sure to note your healthy, average and unhealthy levels in each of the three, including in your paper how this could impact you as a helper.

This is a 5-7 page APA format, double spaced typed paper. Write a brief autobiography to indicate who you are and where you have come from (including birth order, culture, spirituality and personality styles), what kind of person you are (leader, follower, caregiver) why you want to be a helper, and what strengths, weaknesses (looking at healthy and unhealthy levels in your personality style, big T or little t traumas), values and biases (moral should’s) you bring to the helping situation. For this paper I am looking for your ability to understand yourself, be self-aware and reflective, to acknowledge potential areas that would/could possibly trigger you (counter-transference issues) in the therapeutic relationship. Understanding yourself as a tool, both your strengths and weaknesses, is the first step in being an effective helper.

1. **Process Journals 10%**

As this is such a condensed course the process journal entries will help you incorporate into your personal learning; the experiential components of the class, with the readings, the personal reflection questions from the labs and the class lecture. I am looking for what you learned about yourself, like your ability to interact or not with others, to observe your skills and where you are lacking, and your self-awareness through the different experiences that arise in the class setting. This is also an opportunity to ask questions you did not ask in class. There will be 10 journals, 300 words each, due at the *beginning of each class*(class #2 – 11)**.** It may be helpful to make brief notes during class time regarding the ways in which the material engages you somatically, affectively & cognitively; grading will be based on your ability to be self-reflective in these ways. APA format is not necessary for the process journals.

1. **Midterm Exam 20%**

This exam will cover the readings from Hill chapters 1- 10, Yalom chapters 1-35, as well as general parts of the class lectures. The exam will consist of multiple choice and short answer questions.

1. **Transcripts / Triad forms 30% (2 @ 15% each)**

Each student will submit **two separate written transcripts,** one of the 20-minute sessions and one of the 40-minute sessions (adhering to APA guidelines). You will also hand in the recorded session you used (on flash drive or DVD), **clearly marking in your paper where I can find each of the transcribed segments**. Also to be included with your assignment are all the triad reports from that session. A sample transcript will be posted on MyCourses**.**

Triad report forms will be completed after each (20 or 40 minute) helping session. Each participant has a form to fill out as a ‘helper’, ‘client’ or ‘observer’. All 3 triad forms from the transcribed session will be handed in with the transcript. Other triad forms will be handed in according to the dates on the class schedule.

The transcript will have three sections. You will choose the **“best” 3 minutes** of the session, labeled “**Section A**” and “**Section B**”, the **“worst” 3 minutes**. In each you will be commenting on why you chose that section, presenting problem, goal for the session, and hypothesis. You are setting up the section so the reader knows what was going on from your understanding in this part of the session. Sections will include alternate responses, comments on the dialogue noting intensity and conflict markers and why you believe they are there. Also reflect on the differences between the feedback from the client and the observer and your own personal observations for each of the sections chosen. **(These sections are worth 5 points each).**

“**Section C**”: Here you will reflect on the triad forms from your chosen session (Helper, Client, and Observer), including reflections from your class learning, as well as feedback from your client and observer, to write a 400-600 word **self-reflection summary** for each of these two transcripts. Reflection will include what you observed about yourself (somatically, emotionally, and cognitively), and your skills as a result of doing this transcript. **(This section 5 points)**

Grading for the entire transcript will be *based on how much you have observed about your skills and yourself* (what worked, what didn’t, what could have worked better), *rather than on your ability to use a specific skill well in session*.

1. **Final Exam 20%**

This exam will cover the readings from Hill chapters 11- 19, Yalom chapters 36-85, as well as general parts of the class lecture from the second half of the course. The exam will consist of multiple choice and short answer questions.

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| Class | Date | Topic | Read | Lab | Due |
| 1 | August 9 | Overview of helping model, ethics, cultural considerations, self awareness; Enneogram | Hill 1-5 |  | Chapter questions  On Hill 1-5 |
| 2 | August 11 | Exploration Stage: attending, listening, observing conflict markers | Hill 6-7  Yalom 1-12 | In class lab | Chapter questions  Journal #1 |
| 3 | August 14 | Skills for exploring thoughts and feelings, stages of change | Hill 8-9  Yalom 13-24 | 20 minute session | Chapter questions  Journal #2 |
| 4 | August 16 | Integrating skills of exploration stage. Hypothesis, transference. | Hill 10  Yalom 25-35 | 20 minute session | Chapter questions  Journal #3 |
| 5 | August 18  MID TERM | Mid Term  Hill 1-10  Yalom 1-35 | Hill 11  Yalom 36-44 | 20 minute session | Chapter questions  Journal #4 |
| 6 | August 21 | Insight stage, interpretation, disclosure of insight, challenge, foster awareness | Hill 12-13  Yalom 45-54 | 40 minute session | Chapter questions  Journal #5  Transcript 20 min. class 3, 4 or 5.  Triad forms class 3 - 5 |
| 7 | August 23 | Immediacy, integrate insight stage.  Lab 11-12 | Hill 14-15  Yalom 55-64 | 40 minute session | Chapter questions  Journal #6 |
| 8 | August 25 | Action stage, skill building, distorted thoughts, steps of action stage | Hill 16-17  Yalom 65-73 | 40 minute session | Chapter questions  Journal #7  Self-Examination paper |
| 9 | August 28 | Integration of skills, action stage | Hill 18  Yalom 74-80 | 40 minute session | Chapter questions  Journal #8 |
| 10 | August 30 | Case studies, putting it all together | Hill 19  Yalom 81-85 | 40 minute session | Chapter questions  Journal #9 |
| 11 | September 1  FINAL EXAM  8:30-11:00 | Final Exam  Hill 11-19  Yalom 36-85 |  |  | Journal #10  Transcript 40 min. class 6, 8, 9 or 10  Triad forms class 6, 8, 9 & 10 |
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# **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:  
   
<http://www.acts.twu.ca/lbr/plagiarism.ppt>  
<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)  
<http://www.acts.twu.ca/lbr/Plagiarism_Short.swf> (8 minute flash tutorial)

**Marking scheme reminder**:

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| **Letter Grade** | % | *See program manual for more descriptive details* |
| A+ | 95-100 | Outstanding work |
| A | 89-94 | Very good work |
| A- | 80-88 | Good work |
| B+ | 77-79 | Average work |
| B | 73-76 | Acceptable work |
| B- | 70-72 | Minimally acceptable work |