

## **Psychology 3000 A – Counselling Adults**

University of Lethbridge  
Summer Session I, 2009

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### **Course Outline**

#### **Course Description:**

The purpose of the course Counselling Adults is for students, through using an inquiry-based learning process, to develop an understanding of some of the current theories of counselling and their application to practice with adults; acquisition of basic counselling skills will also occur through direct instruction and practice. In addition, the course has the purpose of assisting students toward a beginning understanding of ethical considerations in providing counselling to clients. Finally, the course will enable students to begin a process of examining the interplay between personal and professional selves in the counselling role.

An inquiry-based learning process will be used in the course and will introduce students to the skills and processes of inquiry based learning as well as assist them to use inquiry to develop an understanding of the course content. Inquiry is the process of trying to come to a critical understanding about a problem, issue, or phenomenon. It should be envisioned as a continuous feedback process in which questions are formulated and potential answers are investigated, leading, in turn, to new, challenging, and relevant questions. The skills and abilities of inquiry include: knowing how to formulate good questions, knowing how to identify sources of information, understanding how to critically assess and use information from a variety of sources, being able to draw reasoned conclusions, and learning how to communicate the process, conclusions, and emergent questions to others.

This approach to teaching and learning assumes that learning is based on discovery guided by mentoring, within a community of learners, rather than on a transmission of knowledge from the instructor.

**Learning Objectives:**

1. Students will demonstrate their ability to learn in a self-directed way through the use of inquiry based learning methods as applied to theories and practice of counselling adults.
2. Students will begin to critically examine and reflect on counselling practice including ethical issues and personal impact.
3. Students will apply critical thinking skills to their examination of counselling theory and practice.
4. Students will develop the information literacy skills to find useful literature and research that can be applied to their inquiry process.
5. Students will demonstrate collaborative learning skills which facilitate their ability to learn from and with peers and the course instructor.

**Course Process:**

The course will use a combination of lectures, role plays, student presentations, and class discussions to deliver course content. Students will also contribute to the learning of their peers through sharing assignments in the online environment, and through online discussions throughout the course.

**Required Text:**

Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8<sup>th</sup> ed.). Belmont, CA: Thompson.

**Course Elearning Site:**

courseware.uleth.ca

**Tentative Class Schedule:** (subject to change)

May 6	Introduction to course including learning objectives, assignments, expectations, and Webct discussion process. Introduction to inquiry based learning methodology. Beginning learning of interviewing skills. <b>Reading for next class:</b> Chapter 1.
May 11	Continuing development of interviewing skills.
May 13	Continuing development of interviewing skills; work on development of Interviewing Feedback Form for interviewing assignment. <i>Discussion Forum begins May 19.</i> <b>Reading for next class:</b> Chapter 2 and 3.
May 18	<b>Victoria Day – no class!</b> (Fun in the sun!).
May 20	The counsellor as a person; ethical considerations in providing counselling. <b>Reading for next week:</b> Chapter 4, 5, and 6.
May 25	Psychoanalytic, Adlerian, and Existential approaches. <b>Reading for next class:</b> Chapter 7 and 8; Transactional Analysis chapter (posted in Webct). <b>Interviewing Assignment Due: May 26<sup>th</sup>, 4:00 p.m. via email.</b>
May 27	Transactional Analysis, Person-centered Therapy, Gestalt Therapy. <b>Readings for next class:</b> Chapter 9.
June 1	Behaviour Therapy. <b>Reading for next class:</b> Chapter 10. <b>Learning Product to be posted in Webct by 4:00 p.m. June 5<sup>th</sup>, 2009</b>
June 3	Cognitive-Behaviour Therapy. <b>Reading for next class:</b> Chapter 11 and 12.
June 8	Reality Therapy and Feminist Therapy. <b>Reading for next class:</b> Chapter 13. <b>Responses to Learning Products to be posted by 4:00 p.m. June 12<sup>th</sup>, 2009.</b>
June 10	Postmodern Approaches. <b>Reading for next class:</b> Chapter 14.
June 15	Family Systems Theory. <b>Reading for next class:</b> Chapter 15.
June 17	Integrative Models.
June 22	<b>Last class.</b> Course wrap up and evaluation. <b>Discussion Forum Self-evaluation due via email June 22<sup>nd</sup>, 2009, 4:00 p.m.</b>

## Assignments:

### 1). **Counselling Skills Development:** *Weight: 30%.*

The purpose of this assignment is to acquire and demonstrate adequate communication and self-evaluation skills to conduct beginning interviews with people in diverse contexts.

There are **three components** to the assignment. Students are asked to submit the following:

**Interview Feedback Form:** In this section of the assignment students are asked to design a feedback form which will be used by the persons that the student interviews, to provide feedback to them on their interviewing skills. The form should include the relevant interviewing skills as discussed in class and in material in the Webct site, and some method for rating the student's use of these skills in the interviews. The interview feedback form needs to include a section which enables the persons who are interviewed to give consent for the feedback to be used in this assignment, ensuring that confidentiality and privacy are protected. Results from the client feedback should be reported.

**Skills Analysis:** Using feedback from at least **three** interviews, and any other relevant resource material, students are asked to provide an analysis of their use of interviewing skills. The analysis should provide reflective comments on the skills used, strengths and weaknesses in the application of the skills, and areas in which further skill development is required. Students should use specific examples to illustrate their points in the analysis by citing the interview, classroom material, and any other material used.

**Interviewing in Context:** Using the interviews, students are asked to provide an analysis of the components of context which impacted the interview process. Components include: culture, gender, power differentials, language, and other context specific factors which might impact the interviewing process (for example, location, time of day, willingness of the participant, etc.). Students should also describe their view of the significance of interviewing skills in professional practice.

**Due: May 26<sup>th</sup>, 4:00 p.m., via email.**

**2). Learning Product: *Weight: 30%.***

In this assignment students will produce a learning product which will demonstrate the learning which has occurred as the student worked with their inquiry process. The product needs to clearly identify the inquiry questions and sub-questions which guided student learning, clearly report the findings of the resulting research, demonstrate the use of critical thinking about the findings, draw some reasoned and appropriate conclusions, and comment on any other questions or issues which were raised by the inquiry process.

**Please see the document in the Webct site for further explanation of the Inquiry Project.** Presentation to peers will take the form of posting the learning product in the Learning Products area of the Webct discussion forum.

**Due: June 5<sup>th</sup>, by 4:00 p.m. in Webct.**

**3). Responses to Learning Products: *Weight: 10%.***

For this assignment, students are asked to provide thoughtful, considered, and detailed reflections on three (3) learning products. Students will post their responses as a reply to their peers' postings of learning products in Webct.

**Due: responses to be posted in Webct by 4:00 p.m. June 12<sup>th</sup>.**

**4). Discussion Forum Leading, Participation, and Self-Evaluation: *Weight: 30%.***

**Leading:** Students will sign up in the Webct site for being a discussion leader for one week during the course. Leaders will pose discussion topics/questions for other students to respond to, and will facilitate the discussion for the week. Discussion leaders will form their topic around the themes for the week (as noted in the course outline), and will introduce new material to assist in framing the discussion. See the link in the Webct site for further detail on the discussion process. Students do not participate in other discussions for the week they are leaders.

**Participating:** Class members are expected to participate in two (2) discussions of their choosing for each week that discussion forum is operating. Participation includes demonstrating critical thinking and reflection, encouraging further reflection and discussion, introducing additional resources and material to the discussion, and contributing to the learning of others through the discussion process. **All contributions to the discussions are expected to be thoughtful, respectful, and considerate.**

**Self-evaluation:** The self-evaluation asks students to critically analyze their discussion forum leading and participating, provide commentary to support this analysis, and assign a recommended grade for this component of the course. See the link in the Webct site for directions on the discussion forum self-evaluation. Note: the course instructor is responsible for the grade, but will consider student recommendations.

**Due: Postings due as indicated in the Webct site; Self-evaluation is due June 22<sup>nd</sup>, 4:00 p.m., via email.**

### Marking Grid:

**Note: if you need an extension on an assignment, please ask for it! Otherwise, late assignments will be deducted one letter grade per day.**

<b>A+</b>	<b>4.0</b>	<b>95-100%</b>	<b>C+</b>	<b>2.3</b>	<b>71-74.9%</b>
<b>A</b>	<b>4.0</b>	<b>91-94.9%</b>	<b>C</b>	<b>2.0</b>	<b>67-70.9%</b>
<b>A-</b>	<b>3.7</b>	<b>87-90.9%</b>	<b>C-</b>	<b>1.7</b>	<b>63-66.9%</b>
<b>B+</b>	<b>3.3</b>	<b>83-86.9%</b>	<b>D+</b>	<b>1.3</b>	<b>59-62.9%</b>
<b>B</b>	<b>3.0</b>	<b>79-82.9%</b>	<b>D</b>	<b>1.0</b>	<b>55-58.9%</b>
<b>B-</b>	<b>2.7</b>	<b>75-78.9%</b>	<b>F</b>	<b>0</b>	<b>0-54.9 %</b>