

PSYO 480K: INTRO TO COUNSELING & INTERVIEWING -- COURSE OUTLINE (JANUARY 2018)

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Office Hours: Thursdays 1:00 – 3:00 pm; after class; or by appointment

TA: Kim Crosby: kim.crosby@ubc.ca
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Pre-requisites: You must have completed at least 6 credits of 300-level Psychology, and have at least 3rd year standing (i.e., you must have completed at least 48 credits). Please note: the prerequisites are designed to facilitate successful completion of the course. You must see me right away if you do not have the pre-requisites.

Course Overview: This course is an introduction to the process of counseling and interviewing. It will provide you with an opportunity to examine and explore theoretical concepts, and gain an understanding of skills that are fundamental to counseling and other helping professions.

Initial sessions will consider general issues related to counseling, including guiding ethical principles. Subsequent sessions will be organized around Egan and Schroeder's helping model (see assigned readings). This model emphasizes both the management of problems and the development of new opportunities. Basic client-centered skills will be introduced and practiced. These include but are not limited to the creation of a safe and trusting environment, development of therapeutic alliance, empathic listening and reflecting. The use of varied forms of questions, different ways of responding, and the use of silence will be discussed critically and practiced.

Learning Objectives: By the end of the semester, it is anticipated that you will:

- Have gained an understanding of direct and indirect approaches to helping;
- Have gained an understanding of what makes a counseling-type of interview effective (especially in terms of facilitating motivation and positive growth);
- Be able to apply ethical principles to help determine appropriate behaviour;
- Be able to plan, conduct, analyze, and critically evaluate a counseling-type of interview;
- Have acquired effective communication and interviewing skills;
- Have further developed effective oral skills in general (e.g., greater ease in participating in class discussions); and
- Have further developed effective writing skills.

Required Textbooks and Readings:

Egan, G., & Schroeder, W. (2009). *The skilled helper – A problem management and opportunity-development approach to helping*. (1st Canadian edition). Toronto, ON, Canada: Nelson Education.

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Additional articles may be assigned throughout the semester. References will be posted on the PSYO 480K Connect website or presented in class.

Class sessions are designed to extend and enrich the material presented in the assigned readings. Given the interactive and applied nature of this course, it is **imperative** that you complete the assigned readings before the scheduled class.

Please be aware that you are responsible for understanding the assigned reading material. If you have any questions about the material, you need to seek out the answers -- by raising your questions in class, seeing me outside of class, doing independent reading, posting your questions on the Discussion forum (see PSYO 480K Connect website), etc.

Class Format: PSYO 480K is a seminar course. In general, the first part of each class will be discussion-based and will focus upon concepts, skills and issues addressed in the assigned readings. The latter part of most sessions (i.e., January 17 – March 28) will be more experiential in its orientation. For the purpose of most of these activities, you will be assigned to a fixed group of two to three students.¹ Details of each activity will be provided in class. The class will end with a group discussion of the small group exercises.

It is important to note that some of the skill development exercises will need to be completed (or practiced) outside of class sessions. In such cases, these experiences will be the focus of subsequent class discussions.

Evaluation Criteria: Mastery of course material and your ability to apply your knowledge will be evaluated as follows:

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|-------------------------------------|--------------------|
| • Participation (readings) | 8% |
| • Participation (skill development) | 4% |
| • Reflective essay/journal | 26% |
| • Interview I | 10% |
| • Interview II | 16% |
| • Interview III | 22% |
| • Transcripts of interviews | 6% (i.e., 2% each) |
| • Peer Review Report I & II | 8% (i.e., 4% each) |

All grades will be assigned in accordance with the system described in Section V (Academic Regulations - Grading Practices) of the 2017-2018 UBCO Calendar (see <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,41,90,1014>).

Information about the Various Evaluative Components:

Participation (readings): This component of your final grade will reflect your involvement in class discussions of the assigned readings. In determining this mark, I will consider the extent to which your participation demonstrates that you have read the textbook, and that you help to

¹ Ideally, each group will consist of three students. However, depending upon the final class size, some groups may only have 2 students.

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initiate and contribute to discussions in a substantive manner; that is, it's not enough to agree with something and indicate that you've found or experienced the same thing.

Participation (skill development): Your performance in the skill development exercises will reflect the TA's and my observations of these activities, discussions that the TAs and I have with you and/or your group, and your responsiveness to the feedback and suggestions that we offer you. On occasion, you will be asked to submit a brief commentary about these activities that will also help to inform this component of your grade. Your participation in the group discussion of the skill development exercises (i.e., last 15-20 minutes of the class) will also inform this participation mark.

Reflective essay/journal: This assignment is described in a separate handout. Briefly, completing this assignment entails reflecting critically upon your thoughts, reactions, and personal experiences as they relate to various aspects of the course material (e.g., key concepts, specific skills, etc.). That is, each entry (and its associated follow-up sub-entries) will provide a venue for you to consider critically the connections between the "academic" (e.g., theoretical concepts and models, research evidence, etc.) and the "personal" (e.g., your beliefs, experiences, reactions, struggles and challenges, etc.). This assignment will help you to track the gains you make during the semester -- both in terms of understanding key concepts and the development of various communication skills.

Interview Assignments (3): Details about these assignments are provided in a separate handout and will be discussed in class. Briefly, however, over the course of the semester, you will conduct three "counseling" interviews wherein you will focus upon trying to gain an understanding of what the "client" wants to change and, perhaps, assist the person to explore possible strategies for change. The specific length of the interview will vary. You will need to video-record each interview and submit a copy of each interview to me. You will also need to write a brief paper (5-8 pages, excluding references) for each interview wherein you will evaluate your performance. Briefly, this includes identifying the skills that you used, consideration of the extent to which you used each of the skills effectively, what you wished that you had done differently, and what you can do to improve your interviewing skills.

Transcripts of Interviews (3): You must transcribe verbatim each of the three interviews. The process of transcribing, while tedious, will help you to gain greater familiarity with the nature of your responses and their effectiveness. Please see the Description of Interview Assignments document (to be posted on the 480K Connect site) for the required format of the transcripts.

Peer-review Reports (2): You will work collaboratively with your 480K partners to provide peer feedback to each other in regards to the first two interviews. The primary purpose of the two peer-review exercises is for you to help each other become a better interviewer. You will need to arrange a time to meet with your partner(s) to review, together, each of the interviews. I recommend that each of you watch the interviews on your own in advance of the meeting. After viewing and discussing the interviews -- considering the strengths of the interviews and what could be done to improve the interviews -- each of you will write a brief report (max. 2 pages, double-spaced) about one of the interviews (e.g., A will review B, B will review C, and C will review A). The report is to include identification and discussion of two strengths and two relative weaknesses of the interview. With regards to the latter, please consider what your partner could do to redress these aspects of the interview.

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Class Etiquette:

While it is not mandatory that you attend all classes, it is ***strongly*** encouraged!!! Irregular attendance will be associated with poorer performance on most of the evaluative components.

The class is designed to be interactive. As indicated previously, many of the sessions will involve working in dyads/triads that will be established early in the semester. Accordingly, if you know that you are unable to attend a class, your group may be affected. If you know that you are going to miss a class, please inform your triad/dyad partner(s) and me (Carolyn.szostak@ubc.ca) as soon as possible.

Be aware that when you attend class, you are expected to be an active participant. That is, your attention should be focused upon the class discussions. There is not much room for hiding in this class ☺! Please turn off your cell phone before coming to class. Do not text message (receive or send) while you are in class. As well, if you use a laptop computer (or related electronic device), please ensure that you use it exclusively for class purposes.

It is my hope that students will feel free to ask questions and offer comments concerning the material that I present in class. Please be aware that I may, at times, have to limit discussion. If you have unanswered questions or would like to pursue a specific line of discussion, please see me after class, send me an email, etc.

Finally, everyone will be asked to share their course-related experiences and perceptions (e.g., class assignments, practice interviews, etc.) with the class. This will include everyone's successes and struggles. To promote a supportive and safe environment, it is important that all personal disclosures are treated with respect and considered as private communications. You will be asked to sign a confidentiality agreement.

Pertinent UBCO Policies and Services:

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the *UBCO Academic Calendar* at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

UBC Okanagan Disability Resource Centre: The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an

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injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, Manager of the Disability Resource Centre located in Commons Corner in the University Centre building (UNC 227).

UNC 227A 250.807.9263

email earllene.roberts@ubc.ca

Web: www.ubc.ca/okanagan/students/drc

UBC Okanagan Ombuds Office: The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UNC 227B 250.807.9818

email: ombuds.office.ok@ubc.ca

Web: <http://ombudsoffice.ubc.ca/ubc-okanagan-2/>

UBC Okanagan Equity and Inclusion Office: UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office.

UNC 227C 250.807.9291

email: equity.ubco@ubc.ca

Web: www.ubc.ca/okanagan/equity

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see:

<http://www.ubc.ca/okanagan/students/campuslife/safewalk.html>

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Syllabus and Assigned Readings From the Textbook:

Note: this syllabus is tentative and subject to modification. Additional readings may be assigned.

Unit I: Laying the Groundwork (Chapters 1 - 3)

- January 3: Course Overview; Chapter 1
- January 10: Chapters 2 and 3
We will spend the first hour (approximately) discussing Chapter 2. The rest of the class will focus upon Chapter 3.

Unit II: The Therapeutic Dialogue – Fundamental Skills (Chapters 4 – 6)

- January 17: Chapter 4 (Active listening) (Small group work begins)
- January 25: Chapter 5 (Conveying your understanding)
- January 31: Chapter 6 (Helping the dialogue to go further: The art of probing)
- February 7: Chapters 4, 5, & 6: Review – seeing how the pieces fit together

February 14: NO CLASS: STUDY BREAK

Unit III: The Stages and Tasks of the Helping Model (Chapters 10-13)

- February 21: Chapters 10 (Stage I) and 11 (Introduction to Stages II and III)
- February 28: Chapter 12 (Stage II of the helping model)
- March 7: Chapter 13 (Stage III of the helping model)

Unit IV: The Therapeutic Dialogue, cont. (Chapters 7 – 9)

- March 14: Chapter 7 (Helping clients to challenge themselves)
- March 21: Chapter 8 (Therapeutic challenges: Knowing how and when to use them)
- March 28: Chapter 9 (The 3 R's: Reluctance, resistance, and resilience)
(last small group session).

Unit V: Getting There – Help Clients Implement their Change Programs

- April 4: Chapter 14 (The action arrow: Making it all happen)
A final class discussion: Wrapping up 480K