



Course ID:	Course Title:	Fall 2018
CC-501-1	Introduction to Counselling	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Monday	Instructor:	Michelle Ranson, PhD, MA (Couns), MA,(Clin), BA (Communication) Reg. Psychologist #3050	First day of classes:	Wed., Sept 5
Time:	9:45 am-12:30 pm	Email:	michelle@michelleranson.com	Last day to add/drop, or change to audit:	Sun, Sept 16
Room:	A-1085-1	Phone:	N/A	Last day to request revised exam:	Mon, Oct 22
Lab/ Tutorial:	N/A	Office:	N/A	Last day to withdraw from course:	Mon, Nov 12
	N/A	Office Hours:	Available after class or by appointment (email the address above to request a meeting).	Last day to apply for coursework extension:	Mon, Nov 19
Final Exam:	N/A			Last day of classes:	Tue, Dec 11

Course Description for CC 501 - Introduction to Counselling (3) :

An introduction to counselling theory and skills with emphasis on pastoral care and counselling settings and a major focus on skills development. An integration of secular and Christian approaches will be presented and critiqued, with a view to implications for Christian counselling. Application will be made to specific individual and family counselling issues encountered in a Christian community, as well as exploring appropriate referral processes and resources. Current and traditional therapy approaches and how they can be integrated into pastoral settings will be reviewed. As well, understanding the roles, ethics, cultural differences, and counsellor self-care inherent in effective pastoral counselling and care will be emphasized.

Expected Learning Outcomes:

Upon successful completion of this course, each student will:

1. Demonstrate familiarity with the various theories and approaches that have influenced the current field of counselling.
2. Develop a framework for counselling that is informed by theory and by identification of, and practice with, the basic skills required for counselling effectiveness.

3. Understand and be sufficiently equipped to interact with various diagnoses and disorders from a Christian perspective.
4. Better understand the importance of empathy and compassion as it pertains to helping those who suffer from various disorders, diagnoses, and dysfunctions.
5. Be able to critically assess and summarize his or her developing integration of theology and psychology, particularly as it pertains to a particular vision for ministry.
6. Demonstrate a working knowledge of the range of major concerns for which people seek help from pastors and counsellors, and possess a basic skill set for intervention.

Textbook and Required Readings:

While no single textbook has been assigned, course content will be informed by required readings drawn from relevant literature associated with each lecture topic. One or more required readings pertinent to each week’s lesson will be made available to students.

Course Content:

<u>Date</u>	<u>Topics</u>	<u>Assignment Due for Submission</u>
September 10, 2018	<p>Introductions, with survey of each student’s (a) program affiliation (e.g., M. Div., M. Leadership) and his/her vision for ministry, (b) previous, current, and anticipated contexts for the practice of counselling, and (c) baseline experience with/specific goals for counsellor skills development.</p> <p>Detailed review of course requirements, expectations, and grading standards.</p> <p>Discussion of the skills development component of the course, with emphasis on the respective responsibilities associated with each of three roles to be performed within practice triads (i.e., counsellor, client, observer). Guidelines for self-care when participating in the role of client.</p>	
September 17, 2018	Counselling in the Church	
September 24, 2018	Rogerian Approaches Basic Counselling Skills	
October 1, 2018.	Counselling Process and Participation	
October 8, 2018	No class. Thanksgiving holiday	
October 15, 2018	Common Emotional Problems (Anger, Anxiety, Guilt, and Shame) CBT Methods	1st, 2nd, 3rd journal entries

October 22, 2018	Psychopathology: Major Mental Disorders / Psychodynamic Approaches	
October 29, 2018	Crisis Intervention	
November 5, 2018	No class. Reading Week	
November 12, 2018	Premarital and Marital Counselling / Personality Testing & Skill-based Methods	4th, 5th, 6th journal entries
November 19, 2018	Sexual Difficulties and Disorders	
November 26, 2018	Diversity Priorities and Concern Triage/Evaluation, Assessment, and Referral	Critical analysis of recommended reading
December 3, 2018	Ethical Issues, Counsellor Self-Care	
December 10, 2018	Video Taped Skills Demonstration: Intake Interview w/Stranger	7th, 8th, 9th, 10th journal entries
[December 11, 2018]		Intake self-evaluation due

Course Requirements:

- 1. Participation in Weekly Skills Development (15%).** A portion of each meeting will be allotted to the acquisition of fundamental counselling skills, as students practice those skills in counselling exercises performed within small groups. The class will be divided into five groups of three, and each member of a triad will take his/her turn in each of three roles – as counsellor, client, and observer—each week. Triads will focus their practice upon the specific skill(s) presented in that day’s lecture, alongside continued practice of skills acquired across previous weeks. In as much as increasingly advanced skills build upon a mastery of more basic skills, and because the effectiveness of a given triad relies upon the investment of each member in performing his/her role, students’ attendance at each class is imperative.
- 2. Skills Development Reflection/Self-Evaluation. (Contributing 20% to overall evaluation.)** Each student will reflect upon his/her own participation in skills development exercises by completing corresponding journal entries, each week, to be submitted to the instructor for review. The focus of the each entry should be upon insights derived from self-observation and/or one’s own experience of the exercise while participating in one or more of the roles. Awareness of one’s own positive or negative feelings, of one’s state-of-mind and its effect upon the process, of reactions to internal or external interference, of sensory (i.e., vision, hearing smell, taste, touch) stimulation and whether it is a help or a hindrance, of challenges encountered, of setbacks suffered and why, of progress achieved and how — this is “the stuff” of advantageous self-reflection, which, in turn, informs development, which advances counsellor effectiveness. For journal purposes, focus here.

Please compose journal entries in complete sentences, with proper punctuation. Journal entries composed of bullet points, word lists, sentence fragments, etc., to the exclusion of fully developed thoughts, will not be accepted. Entries may be written on electronic devices or they may be hand-written (provided they are readily legible), but they *must be submitted as hard copies* (i.e., on paper) with sufficient space in the margins of each

page to allow for hand-written margin comments. **Journal entries corresponding to the first three weeks of triads will be collected at the start of class on Monday, October 15, 2018. Journal entries corresponding to the next three weeks of triads will be collected at the start of class on Monday, November 12, 2018. And journal entries corresponding to the final four weeks of triads will be collected at the start of class on Monday, December 10, 2018.**

3. **Critical Analysis Paper (Contributing 25% to overall evaluation.)** Each student will choose one book to read from the list of recommended readings (see Course Syllabus, page 5), and submit a paper wherein the author's thesis, central themes, primary methods (where applicable), theoretical assumptions, underlying suppositions, and conclusions are critically evaluated by the student to determine whether s/he agrees or disagrees with the author's presentation. Importantly, this paper is **not** to be a book review that simply presents, or summarizes, the book's content. Rather, students should carefully reflect upon the author's theses as they shape their own position on the central tenets of the book, and thereafter submit, in writing, their carefully considered and thoughtfully presented critique. **Papers are due for submission to the instructor at the start of class on Monday, November 26, 2018.**

The completed paper, which must be typed/printed and submitted on paper, will be of sufficient length to satisfy the assignment as described, but must not exceed six double-spaced pages. Papers are to be formatted according to APA's 6th ed. style guidelines. For assistance with APA formatting, please see the *Concise Rules for APA Style*, 6th ed., available in the library, online resources (<https://apastyle.org/learn/tutorials/index>), or the student writing center.

4. **Video Taped Intake Interview (Contributing 25% to overall evaluation.)** The capstone assignment (in lieu of a final exam) required of each student will be the submission of a video taped intake interview (approximately 15 to 20 minutes in length) undertaken with a "new" client. The instructor will recruit several adult volunteers, each prepared to discuss an [actual] issue with a student counsellor. Each student counsellor will be randomly assigned to meet alone with one of the volunteer clients to conduct an intake interview. Interviews must be video taped to evaluate the student's selection of, and competency with, counselling skills discussed and practiced across the semester, as opportunities for their use arise within the context of the interview. Volunteers will be comfortable with counselling (i.e., not *difficult* or *resistant*) and will possess a basic (or better) sense of what to expect from an initial interview. Each volunteer will be asked to convert his/her subjective experience of the counsellor into Likert scale ratings of variables such as Warmth, Genuineness, Active Listening, Open-ended Questioning, Accurate Empathy/Understanding, etc.
5. **Written Self-Evaluation of Video Taped Interview. (Contributing 15% to overall evaluation.)** Each student will reflect upon the experience of conducting an intake interview with a stranger in 1 ½ to 2 typed, double-spaced pages. In addition to a brief discussion of his/her experience of the process, associated internal observations, feelings, reactions, etc., students will also identify (a) the counselling skills used; (b) opportunities made available by the client to use a particular skill, but missed/overlooked by the counsellor; (c) skills done well and/or developed, and (d) areas of weakness in need of continued improvement. Please be aware that the written self-evaluation will have to be completed without benefit of the video tape. Students may *additionally* audio record their intake interviews for their own reference, if desired. Please submit self-evaluation papers to the **instructor's email address, as an attached Word or pdf file**, within 24 hours of completing the intake interview. Please note this **due date is December 11, 2018**, which is *the day after* our last class, and *the day before* final exams begin.

Weighted Components of Overall Evaluation:

15%	Attendance and Participation (in Class Discussions and Skills Development Triads)
20%	Journal of Self-reflection on Skills Acquisition
25%	Critical Analysis Paper
25%	Video Taped Interview and Volunteer Ratings
15%	Written Self-Evaluation of Video Taped Interview
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100%	

Recommended Readings:

- Barnes, Craig (2008). The Pastor as Minor Poet: Texts and Subtexts of the Ministerial Life. Wm. B. Eerdmans Publishing Co.
- Benner, David G. (2016). Healing Emotional Wounds. Wipf & Stock.
- Benner, David G. (2003). Strategic Pastoral Counseling: A short-term structured model. Baker Academic.
- DeGroat, Chuck. (2014). Toughest People to Love. Wm. B. Eerdmans Publishing Co.
- DeGroat, Chuck. (2016). Wholeheartedness. Wm. B. Eerdmans Publishing Co.
- Johnson, Lydia. (2011) Drinking from the Same Well: Cross-Cultural Concerns for Pastoral Care and Counselling, Pickwick Publications.
- May, Gerald G. (2004). The Dark Night of the Soul: A Psychiatrist Explores the Connection Between Darkness and Spiritual Growth. Harper One.
- Nouwen, Henri J. M. (1979). The Wounded Healer. Bantam Doubleday Dell Publishing Group, Inc.
- Stairs, Jean. (2000). Listening for the Soul: Pastoral care and spiritual direction. Augsburg Fortress.

Attendance and Participation:

A prominent focus of this course is on counselling skills acquisition and development, which each student will most reliably achieve through regular, focused class participation and the accumulation of experience using specific skills in the practice of counselling, as provided by consistent participation in the small group format. In as much as increasingly advanced skills build upon a mastery of more basic skills, and because the effectiveness of the small group relies upon the investment of each member in performing his/her role, students' class attendance is mandatory. Attendance and participation will, together, compose 15% of the overall grade awarded to a student upon course completion. The letter grade awarded for the Attendance/Participation component of a student's overall mark will drop by 1/3 of a letter grade for each class missed.

It is expected that respect and sensitivity will be demonstrated and communicated at all times, in every interaction or exchange (both verbal and nonverbal) between or among participants, and toward each individual associated with this course., whether as student, instructor, volunteer, or administrator. It is also expected that each student will regard as

strictly confidential each disclosure offered by another, the communication of all stories, reflections, and/or observations of a personal nature, whether or not the subject is present or known, and the experience or observation of any affective/emotional displays, reactions, or response, and will refrain from any mention, or reference to, any of the above outside of this room and this time slot.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student

to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.