

Course ID:	Course Title:	Fall 2019
CC-501-1	Introduction to Counselling	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Monday	Instructor:	Michelle Ranson, PhD (Clinical Psych), MA (Clinical Psych), MA, (Christian Counselling), BA (Communications.) Reg. Psychologist #3050	First day of classes:	Wed, Sept 4
Time:	1:00 pm to 3:45 pm	Email:	Michelle.Ranson@Ambrose.edu or Michelle@michelleranson.com	Last day to add/drop, or change to audit:	Sun, Sept. 15
Room:	L2100	Phone:	403-608-3489	Last day to request revised exam:	Mon, Nov. 4
Lab/ Tutorial:	N/A	Office:	N/A	Last day to withdraw from course:	Mon, Nov. 18
	N/A	Office Hours:	Available after class or by appointment (email the address above to request a mtg).	Last day to apply for coursework extension:	Mon, Nov. 25
Final Exam:	N/A			Last day of classes:	Tue, Dec. 10

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

An introduction to counselling theory and skills development, with emphasis on the practice of pastoral care and ministry-based counselling. The leading theories informing the practice of counselling, historically and currently, will be presented and critiqued in terms of their applicability to, and usefulness for, the practice of Christian counselling. A survey of the kinds of concerns most commonly encountered by counsellors working within Christian communities will also be presented, together with possible approaches to intervention. Importantly, the course will also identify basic skills fundamental to effectiveness in counselling and will emphasize the practice of those skills to develop a set of foundational competencies. The pertinence and influence of other factors, including ethics, culture, authority, and counsellor self-care will be emphasized within and across the all lecture content, as applicable.

Expected Learning Outcomes

With the successful completion of this course, each student will:

1. Demonstrate familiarity with the prominent theories and approaches that have influenced the current field of counselling.
2. Develop a framework for counselling that is informed by theory and supported by sufficient mastery of a set of basic counselling skills..

3. Be sufficiently equipped to recognize, describe, and understand the occurrence of various diagnoses, disorders, and issues affecting members of a community and to address those concerns from a Christian perspective.
4. Demonstrate a working knowledge of the range of common concerns for which people seek help from pastors and counsellors, and possess a basic skill set for helping.
5. Better understand the importance of empathy and compassion as it pertains to helping those who suffer from various disorders, diagnoses, and dysfunctions.
6. Be able to critically assess and summarize his or her developing integration of theology and psychology, particularly as it pertains to his or her own particular vision for ministry.
- 7.

Required Textbooks

Leavy, Patricia. (2019). *Spark*. New York, NY: The Guilford Press. [Abbreviated, below, with *S*, for *Spark*.]

Messer, Stanley B., & Gurman, Alan S. (Eds.). (2011). *Essential psychotherapies: Theory and practice* (3rd ed.). New York, NY: The Guilford Press. [Abbreviated, below, as *EP*, for *Essential Psychotherapies*.]

Nichols, Michael P. (2009). *The lost art of listening: How learning to listen can improve relationships* (2nd ed.). New York, NY: The Guilford Press. [Abbreviated, below, as *LAL*, for *Lost Art of Listening*.]

Course Content

Date	Topics	Assignments Due
September 9, 2019	<p>Introductions, with survey of each student’s</p> <p>(a) program affiliation (e.g., M. Div., M. Leadership) and his/her vision for ministry,</p> <p>(b) previous, current, and anticipated contexts for the practice of counselling, and</p> <p>(c) baseline experience, and specific goals for counsellor skills development.</p> <p>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).</p> <p>Guidelines for self-care when participating in the role of client.</p>	
September 16, 2019	<p>Theory: Counselling in the Church</p> <p>Practice: Active/Reflective Listening</p>	EP: Chapter 1
September 23, 2019	<p>Theory: Sigmund Freud. Psychoanalytic Psychotherapy</p> <p>Practice: Empathy, Accurate Empathy, Advanced Empathy</p>	EP: Chapter 2 LAL: Chapters 1, 2, 4
September 30, 2019.	<p>Theory: Carl Rogers. Person-Centered Psychotherapy</p> <p>Practice: Hypothesis Testing, and Probing</p>	EP: Chapter 7 LAL: Chapters 3, 5
October 7, 2019	<p>Theory: Albert Ellis, Aaron Beck. Cognitive-Behavioral Therapy</p> <p>B. F. Skinner. Behaviorism</p> <p>Practice: Going deeper – Assessment of context.</p>	EP: Chapters 4, 5 Quiz 1: Psychoanalytic & Person-Centered Tx 1st, 2nd, 3rd journal entries

Course content , continued.

October 14, 2019	No class. Thanksgiving holiday	
October 21, 2019	Theory and Practice: Film Series: Three Approaches to Psychotherapy: The Gloria Series with Carl Rogers, Fritz Perls, and Albert Ellis. Available from https://www.youtube.com/watch?v=5errJ-u2_eg <i>(Please focus your journal entry on some aspect the Gloria film series that struck you as having the potential to advance your own counselling practice/skills.)</i>	
October 28, 2019	Theory: Object Relations / Relational Psychotherapies Practice: Overcoming reluctance/resistance. Ambivalence.	EP: Chapter 3 LAL: Chapters 6, 7
November 4, 2019	Psychopathology: Common Emotional Problems (Anger, Anxiety, Guilt, and Shame) Practice: Effective challenging. Use of immediacy.	S: Chapters 1-5 Quiz 2: CBT & Relational Tx
November 11, 2019	No class. Remembrance Day / Reading Week	
November 18, 2019	Psychopathology: Mood Disorders Practice: Boundaries. Self-disclosure.	S: Chapters 6-10 4 th , 5 th , 6 th journal entries
November 25, 2019	Psychopathology: Anxiety Disorders Practice: Facilitating Change	S: Chapters 11-15 Quiz 3: Mood Dx
December 2, 2019	Psychopathology: Personality Disorders Practice: Endings/Transitions	Quiz 4: Anxiety Dx
December 9, 2019	Psychopathology: Sexual Difficulties Summary discussion, lingering questions/concerns	7 th , 8 th , 9 th journal entries <i>Spark</i> character analysis paper.

Course Requirements:

1. Participation in Weekly Skills Development. (Contributing 15% to overall course evaluation). 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 groups of three (where enrollment numbers permit), known as triads. Each week, the class will be divided into triads, and each member of a triad will take his/her turn in each of three roles – as counsellor, as client, and as observer. 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; unexcused absences will be reflected in a reduced mark for this component of the overall course evaluation.

2. Skills Development Reflection/Self-Evaluation Journal. (Contributing 30% to overall course 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 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 journaling 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 7, 2019**. Journal entries corresponding to the 4th, 5th, and 6th weeks of triads will be collected at the start of class on **Monday, November 18, 2019**. And journal entries corresponding to the 7th, 8th, and 9th weeks of triads will be collected at the start of class on **Monday, December 9, 2019**.

3. “Character Therapist” Paper. (Contributing 35% to overall evaluation.) Unique to fiction (as opposed to non-fiction) is the potential for its characters to possess and demonstrate *interiority*, which is a literary device used by authors to show what a character is thinking or feeling internally, though not necessarily saying or portraying externally, in response to what s/he is experiencing across the story's plot points. Interiority deepens the reader's understanding of a character's true nature and serves to illuminate his/her internal response to what s/he experiences, often providing the underlying explanation for his/her externalized actions (things the character says or does that might be noted by other characters). Analysis of a character's internal thoughts and feelings has the potential to reveal his or her felt sense of insecurity, vulnerability, and/or inadequacy – the kinds of distressing feelings for which counselling is frequently sought.

The author of *Spark*, Patricia Leavy, is known for her skillful representation of interiority in the characters who populate her novels. Several of *Spark's* central characters reveal their own unique, internal struggle against chronic feelings of insecurity or inadequacy. Each student will select one of these characters and assume that s/he has come for counselling and has shared his or her distressing interior thoughts and feelings, while also providing examples of situations (i.e., scenes from the story) when this feeling of vulnerability was activated. S/he is seeking counselling with the hope that you will help him/her not to suffer these troubling feelings, anymore. Select **one** of the models/theories of counselling presented in this course's lecture/textbook content and demonstrate, in a written paper no longer than six typed, double-spaced pages, your understanding of its application in informing/guiding your work with this client. Discuss (a) your thorough understanding of your client's *presenting problem*, (b) your theoretically informed understanding of the problem (i.e., *how it developed*), (c) your theoretically informed description of how *improvement is obtained* through counselling, and, accordingly, (d) some of the techniques, interventions, or methods you expect to use in your work with this particular client. Assume that this character has sought your help *because* of his or her familiarity and resonance with your chosen model/theory and that he or she will be entirely cooperative with your approach.

The completed paper, **due on (or before) December 9, 2019, by 1:00 pm**, will be of sufficient length to satisfy the assignment as described above, but must not exceed six typed, 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. Course Content Quizzes (total of 4, each worth 5%. Together, contributing 20% to overall course evaluation). Quizzes will comprise a mix of multiple-choice questions, true/false statements, and/or questions requiring short-answer or fill-in-the-blank responses. Quiz questions will be drawn predominately from lecture content. Quizzes 1 and 2 may also draw from material presented in the corresponding chapters in the *Essential Psychotherapies* text, but only where chapter content overlaps (further elucidating, exemplifying, or clarifying) lecture content. The questions for quizzes 3 and 4 will be drawn exclusively from lecture content.

Weighted Components of Overall Evaluation:

- 15% Attendance and Participation (in Class Discussions and Skills Development Triads)
- 30% Journal of Self-reflection on Skills Acquisition
- 35% *Spark* Character Therapy Paper
- 20% Quizzes (total of 4 quizzes, each worth 5%),
- 100%

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

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.