**Introduction to Counseling**

PSY 383.1

**Instructor:** Dr. Elena Molchanova, MD

**Office:**  Psychology Department

**Course time:** Tuesday, 10.50 – 12.10; Thursday, 10.50 – 12.10

**Credit hours**: 6

**Course status**: Required

**Office hours:** Monday, 14.00 - 16.00

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**Enrollment Key:** PSY383.1

**Required textbook:**

McLeod, John (2013) *An Introduction to Counselling*. Open University Press, P.750

Rogers, C. (1995). *On Becoming a Person: A Therapist's View of Psychotherapy*. New York, U

Miller, R. W., & Rollnick S. (2013). *Motivational interviewing. Helping people to change*. The Guilford Press. (Third edition). NY: Guilford Press.

Beck, Judith (1995). *Cognitive therapy. Basics and beyond.* NY: The Guilford Press

**These books and all other necessary recourses, including educational videos are available on** [**www.e-course.auca.kg**](http://www.e-course.auca.kg)

**Course description:**

 This course was designed to increase students' awareness of the field of counselling, including its evolution, processes, theories, and specialties. This course offers a broad survey of the field of counselling, including an introduction to the foundational skills and processes involved in counselling relationships. **The students in this course are not expected to apply these counselling skills in a placement or field experience.**

**Learning objectives:**

By the end of the course, you should be able to:

1. Explain the distinctions between counseling psychology and other helping fields.
2. Understand major theoretical orientations and be able to apply them to understanding and treating psychological problems.
3. Critically evaluate counseling psychology theories.
4. Describe the role of multiculturalism and social justice in counseling psychology.
5. Understand professional issues facing counseling psychology.
6. Demonstrate basic counseling skills within given theoretical orientations.

**Confidentiality and Self-Care**

Confidentiality is a necessity. Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience, and the student’s right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self‐disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration of either an individual or group session in this course will have his or her confidentiality respected. Please do not record any lectures, discussions, or demonstrations.

However, please note that this course is not intended to serve as personal therapy, and as such, you are advised against sharing deeply personal information in the larger or smaller class discussions.

**Resources to Support Student Learning**

1. Library Help, eReserves and research tools: <https://library.auca.kg/>
2. Writing Center: <https://warc.auca.kg/>
3. Academic Advising Office: <https://auca.kg/en/academic_advising/>
4. Psychological Counseling Services: <https://auca.kg/en/psycons/>
5. AUCA Student Code of Conduct <https://auca.kg/uploads/Students_life/Docs/Code%20of%20Students%202019.pdf>
6. AUCA Bylaws of the Academic Appeals Committee <https://auca.kg/uploads/Faculty%20Senate/Academic%20Appeals%20Committee%20Bylaws.pdf>
7. Accommodation policy (for students with special educational needs) <https://auca.kg/en/p5732652484/>

**Academic Honesty**

Students are expected to follow the AUCA ACADEMIC HONESTY code. All types of plagiarism are strictly prohibited. “Papers may appear to be plagiarized if students: occasionally use the words of another scholar without quotation marks and proper reference, with the result that it appears that the words are the student’s own; occasionally use the ideas of another scholar without proper reference; inadequately paraphrase the words or ideas of another scholar; or fail to include the bibliographic citation for all sources used in the process of completing the assignment. Self-plagiarism is also dishonest, it is not appropriate to hand in the same work for assignments given in more than one class, without the permission of every instructor”.

If a student fails to observe this requirement, the instructor may assign an “F” for the work or an “F” for the whole class, depending on the type of assignment and relevant circumstances. Students are expected to read and follow the section on Student Academic Dishonesty of the AUCA Code of Student Rights, Responsibilities and Conduct.

* On the first occasion you are caught plagiarizing, you fail that assignment.
* The second time, you fail the course.
* The third time, you may be subject to more severe penalties.

The Registrar, your academic advisor, and the FYS Director will all be informed of your plagiarism. You will also be required to arrange a session with a WARC tutor, who will review your paper with you and help you avoid making the same mistake in the future

**Issues of grading**

If you feel that the evaluation of your work was not fair or you noticed some scoring mistakes in your grade, you should bring these issues to the instructor immediately. If your demands are reasonable, the grade will be reconsidered.

There will always be someone who thinks that he/she was “tricked” by an exam question. If you feel that way, you should write a statement arguing your position. Your argument should include citation from the book (page numbers, dates) or other reasonable sources. Oral exam might be considered during the appeal of the student's grade. Submit your comments no later than **1 week** after the exam results. Late submissions will not be considered.

A grade of **Incomplete** is reserved for only those special cases where a student has completed a significant portion of the semester's work and an unavoidable circumstance prevents him or her from completing the course. If you have any questions, please contact the instructor

**All** assigned work must be submitted according to the due date in the e-course or at the beginning of class **on the day it is due**. No late assignments will be accepted.

Dear student, information in this syllabus is subject to changes and additions announced in class. Review the course requirements carefully. Read it carefully and ask questions if you are confused by any part of it.

**Course requirements**

1. **Attendance is necessary (5%).** As you have already noticed, I am very bad in checking students’ attendance, often I forget to do this important activity, so please, just participate. Believe me, it will be much easier to pass exams and to write reflection papers, if you participate in classes. Moreover, if I notice that a person misses more than 5 classes, it will be very painful for me, but necessary to grade him/her with F.

**Your emerging professionalism**

You are emerging professionals, and you will be treated as such. What does that mean? It means:

1. you have my trust until you give me a reason not to trust you.
2. you are expected to be tolerant of others' opinions when they differ from yours
3. you are encouraged to share your ideas.

It also means:

1. you will have read and thought about the material before coming to class.
2. you will use all resources available to you (library, internet, community, etc.)
3. you can learn from one another in addition to me.
4. **Role Play (mock sessions) and Reflection Papers** **(60% total):**

One of the classes will incorporate YOUR role play. In this class, you will participate in 2 role plays: one as “counselor” and one as “client.” Before the beginning of the role play, you will have to think about your “character” and her/his problems. This short case description is worth **10 point from 60**, and you will present it to me at least a week BEFORE your role play. As a counselor, you are dealing with your client at spot, here and now.

*Dear all, please, do not write your own stories, it is better to either make up your character, or to take a famous persona to play his/her role.*

After the role play you will have to write two reflection papers (reflection on the client’s and counselor’s roles).

1. **How to write a reflection paper "from the shoes of the client”?**

This paper reflects your personal experience when you were in the shoes of the client/

The first paragraph is about your topic - the case which you chose. Why did you choose this case? Was it personal? Was it interesting to you? Was it about the disorder which you know perfectly?

In the second paragraph, please, describe your expectations before the role play. If you prepared with your peer before the role-play, describe the process/ Describe also your feelings, thoughts, concerns, difficulties, insights.

The third paragraph contains the body of the paper. Please, reflect on how the role-play was processed. Did it match your expectations? What was the behavior of your "therapist"? Did you like it? Was the role-play difficult for him/her? How did you perceive his/her play? Was there a moment, when you really feel in the shoes of the client? When and how did this moment occur? If you prepared for some particular approach, did you feel that you were following the plan? What was good? What could have been done better? If you were asked to take part in the next play, what would you do differently?

The last part includes your feeling and thought after the role play. What did you feel? what did you think about it? Has anything changed in your perception of therapy?

**B) "From the shoes of a therapist"**

This paper reflects your personal experience when you were in the shoes of the therapist

In the first paragraph, please, describe your expectations before the role play. If you rehearsed with your peer before the role-play, describe the process. Describe also your feelings, thoughts, concerns, difficulties, and insights.

The second paragraph contains the body of the paper.

Please, reflect on how the role-play was processed. Did it match your expectations? What was the behavior of your "client"? Did you like it? Was the role-play difficult for him/her? How did you perceive his/her play? Was there a moment, when you really feel unhappy with your client? Unhappy with yourself as a therapist? When and how did this moment occur? If you prepared for some particular approach, did you feel that you were following the plan? What was good? What could have been done better? If you were asked to take part in the next play, what would you do differently?

 The third part includes your feeling and thought after the role play. What did you feel? what did you think about it?

 In conclusion, write a paragraph to describe whether anything has changed in your perception of therapy?

1. **Midterm (15 %) –** five open-ended questions
2. **Final exam – 20% -** will try to create a multiple choice one.

**Course evaluation criteria:**

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| --- | --- |
| Attendance | 5 % |
| Case description  | 10% |
| Role play  | 10% + 10% (20% total) |
| Reflection papers | 15%+15% (30% total) |
| Mid-term exam  | 15% |
| Final exam  | 20% |

**Grading scale**

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| --- | --- |
| **Grade** | **Percentage Score Range** |
| A | 95-100 |
| A- | 90-94 |
| B+ | 85-89 |
| B | 80-84 |
| B- | 75-79 |
| C+ | 70-74 |
| C | 65-69 |
| C- | 60-64 |
| D | 55-59 |
| D- | 50-54 |
| F | 0-49 |
| I | Case-by-case decision; Incomplete grade is usually assigned because of health issues |
| W | Student may request Withdrawal grade from the course grade to avoid failure or low grade |
| X | Academic policy on X grade1. X grade specifically denotes non-attendance; for this course, non-attendance of five classes leads to X gradea. X grade cannot be requested by students and is only given at the discretion of a faculty member;b. X grade should not affect the GPA;2. X grade, as well as NP (No Pass) grades, will not allow students to:a. Be placed on the VPAA President’s list.3. Receiving an X grade for the same course twice results in an automatic F grade for that course |

**Course schedule (also available on** [**www.e-course.auca.kg**](http://www.e-course.auca.kg)**)**

|  |  |  |
| --- | --- | --- |
| Weeks and dates | Topics | Readings, notes, deadlines, etc. |
| 1st weekJan.17th and 19th of  | Introduction to Course. Review of Course Syllabus. Structure of the course and course requirements. What is counseling?  The place of counseling in the spectrum of helping professions. | Course syllabusMcLeod, first part: Donald’s story: coming to terms with the pressures of work Maria’s story: moving on from abuse Arva’s story: whether to leave a marriage Anita’s story: dealing with loss 6Simon’s story: creating a new self- image |
| 2nd weekJan., 24th and 27th  | Counseling relationships. Rapport. Psychological problem. How, where and when to start? Ethics and professionalism. Professional burnout | Lecture notes. Code of ethics of Kyrgyz Psychologists (e-auca.kg)MacLeod, part 4 (Professional issues in counselling) |
| 3 weekJan. 31st, Feb. 2nd  | Different approaches to counseling. Personality theory as an explanatory model of understanding a person’s wellness and illness. | McLeod, pp 65-80**Feb. 2nd - Due date for the case scenarios** |
| 4th weekFeb.7th, Feb, 9th  | Person-centered approach to counselling.  | Carl Rogers, Chapters 2, 3, 5 |
| 5th weekFeb.14th, Feb. 16th  |  Person-centered approach to counselling. Role-play  | Carl Rogers, Chapter 8 |
| 6th weekFeb. 21th | Cognitive – behavioral approach to counseling.  | MacLeod, 6th partJudith Beck, pp. 1-45 |
| 7th weekFeb.28th Mar.2nd  | Cognitive – behavioral approach to counseling. Role play | Judith Beck, pp 45 – 94Materials on e-course.auca.kg |
| 8th weekMar.7thMar.9th  | Cognitive-behavioral approach to counsellingRole play | Judith Beck, pp. 105-166Materials on e-course.auca.kg |
| 9th weekMar.14thMar.16th  | Motivational interview. **Mid-term exam** | Miller, R. W., & Rollnick S. (2013) Chs. 4,5,15**March 16th – Mid-term exam** |
| 10th week | Spring break | Miller, R. W., & Rollnick S. (2013) |
| 11th weekMarch, 28th and 30th | Motivational interview Role –play | Miller, R. W., & Rollnick, chapters 6-9 |
| 12th weekApril, 4th and 6th  | Psychological First AidRole play | Materials on [www.e-course.auca.kg](http://www.e-course.auca.kg) |
| 13th week April, 11th and 13th  | TF-CBT as a combination of CBT and Narrative approach to counsellingRole play | Materials on [www.e-course.auca.kg](http://www.e-course.auca.kg)  |
| 14th weekApril 18th and 20th  | Integrative counseling and psychotherapy. | McLeod, part 3 (Integrating approaches) **April, 20th is a due date for reflection papers** |
| 15th weekApril 25th and 28th  | Integrative counseling and psychotherapy. | McLeod, part 3 (Integrating approaches)  |
| 16th weekMay 2nd and May 4th  | Online counselling: pros and cons | Materials posted on [www.auca.kg](http://www.auca.kg) |
| 11th of May  | Last day of classes: reflections, course evaluation |  |

**Save the dates:**

Feb. 2nd - Due date for the case scenarios

March 16th – Mid-term exam

April, 20th is a due date for reflection papers