



**FAMILY STUDIES 2235  
INTRODUCTION TO COUNSELLING 2017-2018**

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**Office:**  
**Phone Number:**  
**Office hours:** By appointment  
**Class time/room:** Tuesdays 6:00-9:00 Room MRW-153

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### **CALENDAR DESCRIPTION**

This course introduces students to the basic foundations of counselling within the context of the study of Family Studies. Students will learn about the history of the counselling professions, will gain an understanding of various approaches, skills, and contexts that utilize counselling, and will consider the role of counselling among diverse populations, including adolescents, couples, and families. Topics include ethical and legal aspects, assessment, individual and group counseling, research, use of technology, and multicultural issues related to counselling.

### **COURSE OBJECTIVES**

1. Appreciate the historical development of counseling theory and approaches.
2. Demonstrate an understanding of the purpose and objectives of counseling.
3. Develop an understanding of the principals and values of ethical practice.
4. Develop an understanding of the therapeutic relationship and therapeutic process.
5. Explore the various counselling specialties and applicable client populations.

### **LEARNING OUTCOMES**

This course is designed to create a learning environment in which you will develop competency in the following areas:

1. Demonstrate an understanding of selected foundation theories that guide the practice of counselling. *Inquiry and Analysis*
  2. Demonstrate an appreciation of the importance of communication (verbal/non-verbal), cultural sensitivity, and diversity in interpersonal helping and social interaction. *Communication*
  3. Demonstrate basic competency in articulating the procedural and ethical components involved in the counselling relationship. *Valuing/Critical Thinking*
  4. Understand the role of counselling in various contexts (education, justice, community, health etc.). *Critical Thinking*
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5. Develop a basic understanding of the importance of research and evaluation with respect to ensuring evidence based/informed practice. *Inquiry and Analysis*
6. Demonstrate competency in application of counselling skills, ethics, communication, theoretical approaches, and the importance of context through creation of a client case file. *Critical Thinking/Problem Solving*
7. Develop increased awareness of self and others within a group context in order to better understand case consultation models of interprofessional practice and team-based collaboration. *Self-awareness and Development/Social Awareness and Engagement.*

## PREREQUISITE

Any Family Studies 1000-level course or permission of the instructor.

## REQUIRED TEXT

**Text:** Gladding, S. & Alderson, K. (2011). *Counselling: A Comprehensive Profession, First Canadian Edition*. Pearson Canada.

**Additional readings and resources may be assigned in class and/or posted electronically for topics in this course. These readings and resources are to be accessed by the students independently (online or in the library).**

## COURSE POLICY

The teaching methods used in this course may include lectures, discussions, presentations, group activities, online assignments, and videos. Students are expected to prepare for classes by doing the assigned readings. You are strongly advised to attend every class and to participate actively in course activities and discussions.

OWL will be used in this course. Lecture material will be posted on OWL before class. This material is intended only as a guide to the class/course content and should not be considered as a substitute for class attendance.

During the first meeting of the class, a discussion will occur to review the expectations for classroom etiquette (i.e. being late, use of electronic devices, confidentiality...). It is intended that this will facilitate an optimum learning environment for all class members. **Please note that given the nature of this course and disclosure of sensitive information, recording devices will not be allowed for any portion of the lectures.**

Students, who fail to appear for an examination/quiz/test as indicated in the timetable, will not be allowed to write the examination/quiz/test unless the steps detailed below for academic accommodation have been followed.

Similarly, missed assignments/presentations and/or in-class/online activities may not be made up later and may result in the reduction of marks where legitimate exceptions such as illness, death in the family etc. have not been documented. There will not be any make-up examinations or extra work for the purpose of improving grades. There may be a deduction of marks for late assignments.

The instructor will be available outside of class time for consultation. Please request a meeting with the instructor (personally or via email) and a mutually agreed upon time will be set for consultation. When you do so, please use your UWO email account and provide your class code in the subject area. Email will be

accepted for simple questions/issues; however, if the question/issue is lengthy, an appointment may be necessary.

**Changes in information that appear in this course outline will be discussed in class prior to being implemented.**

## **COURSE REQUIREMENTS AND GRADING STRUCTURE**

<u>Course Requirements</u>	<u>Weight</u>
In-Class Test Term 1	20%
In-Class Test Term 2	20%
Group Assignment Presentation	25%
Final Exam	35%

### **Mid-Term Tests (20% each)**

The format of the mid-term tests may include short answer and multiple choice questions based on any course-related material such as readings, lectures, class/online discussion/activities, presentations, and/or videos.

### **Group Assignment Presentation (25%)**

This will be a case study on material covered in the course. Students will be assigned randomly to small groups. A handout for this assignment will be provided in class.

### **Final Exam (35%)**

The final exam may include multiple choice, short-answer and essay questions. The final exam will be cumulative with an emphasis on course material not covered on mid-term tests. There will be **NO** mid-term exam in December for this course.

## **COURSE OUTLINE**

### **FIRST TERM - 2017**

**In order to offer a rich learning experience, supplementary course material may include guest speakers and videos to enhance topics.**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1	Sep.12, 2017	Introduction & Orientation Review of Course Outline & Expectations	
2	Sep.19, 2017	History of and Trends in Counselling	Chapter 1
3	Sep. 26, 2017	Personal & Professional Aspects of Counselling	Chapter 2
4	Oct. 3, 2017	Ethical & Legal Aspects of Counselling	Chapter 3
	<b>Oct 9-13, 2017</b>	<b>Fall Study Break – No Classes</b>	
5	Oct. 17, 2017	Counselling in a Multicultural Society Counselling with Diverse Populations	Chapter 4 Chapter 5

6	<b>Oct. 24, 2017</b>	<b>In Class Term 1 Test based on the first 5 chapters covered</b>	
7	Oct. 31, 2017	Building Counselling Relationships Working in a Counselling Relationship	Chapter 6 Chapter 7
8	Nov. 7, 2017	Termination of Counselling Relationships	Chapter 8
9	Nov. 14, 2017	Behavioural & Cognitive Theories of Counselling	Chapter 10
10	Nov. 21, 2017	Psychoanalytic, Psychodynamic, & Humanistic Theories of Counselling	Chapter 9 Chapter 11
11	Nov. 28, 2017	Postmodern Theories of Counselling & Crisis Counselling	Chapter 12
12	Dec. 5, 2017	Case Study Group Presentations	
	<b>Dec. 10-21, 2017</b>	<b>Exam Period – There is NO exam for this term</b>	

## SECOND TERM – 2018

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
14	Jan. 9, 2018	Groups in Counselling	Chapter 13
15	Jan. 16, 2018	Consultation	Chapter 14
16	Jan. 23, 2018	Testing , Assessment, & Diagnosis in Counselling	Chapter 16
17	Jan. 30, 2018	Testing, Assessment, & Diagnosis in Counselling Continued	Chapter 16
18	Feb. 6, 2018	Evaluation & Research	Chapter 15
19	Feb. 13, 2018	<b>In Class Term 2 Test based on the first 4 chapters this term</b>	
	<b>Feb. 19-23, 2018</b>	<b>Family Day and Reading Week – No Classes</b>	
20	Feb. 27, 2018	Professional Self Care	No Chapter
21	Mar. 6, 2018	Career Counselling Over the Life Span Counselling Children, Adolescents, and Young Adults	Chapter 17 Chapter 19
22	Mar. 13, 2018	Marriage, Couple, and Family Counselling	Chapter 18
23	Mar. 20, 2018	Marriage, Couple, and Family Counselling - Continued Counselling- Economically Disadvantaged in Canada	Chapter 21
24	Mar. 27, 2018	Mental Health Counselling: Abuse, Addictions, & DisAbilities	Chapter 20
25	Apr.3, 2018	Mental Health Counselling: Abuse, Addictions, & DisAbilities - Continued	
26	Apr. 10, 2018	Course Wrap-Up:	

		• Termination	
	<b>Apr.14-30, 2018</b>	<b>Final Exam Period – Cumulative Final Exam TBD</b>	

## 2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student’s overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student’s Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean’s Office in consultation with the student’s instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website,

<http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html> )

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices ([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## **7. SUPPORT**

### **Support Services**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### **Mental Health and Wellness**

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental\_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

## **Sexual Violence**

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.