Miyazaki International College

Course Syllabus

Fall 2021

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| Course Title (Credits) | PSY 309 Counseling (3 credits) |
| Course Designation for TC | Required |
| Content Teacher | |
| Instructor | Aya Kasai |
| E-mail address | akasai@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-405 / 3730 |
| Office hours | Tuesday and Thursday 14:30~16:00 |
| Language Teacher | |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |

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| Course Description: | | |
| This course provides an introductory overview of the main theories of counseling and introduces basic techniques and skills used in counseling.  This course is designed for students to explore what it means to be with another person’s experiences and to be of help. After learning ethics and basic skills of active listening and self­reflective practices, students will be supported to conduct experiential learning activities. | | |
| Course Objectives: | | |
| On completing this course students will be able to:   * ●  develop fundamental counseling knowledge and skills such as attending and  listening, open questions and probes, reflection of contents (restatement),  reflection of feelings, and summarization. * ●  have a basic understanding of competency areas in counseling ethics such as  privacy and confidentiality, boundary of competence, and making referral. * ●  apply these basic knowledge of counseling and ethics to several case ­vignettes. * ●  engage with meaningful experiential growth in peer to peer discussion and self­reflection and cultivate one’s sense of resilience, positive leadership, empathy and compassion towards self and others. | | |
| **Teaching Methodology** | | |
| Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:   |  |  | | --- | --- | | Active Learning Teaching Strategy | Course Schedule | | Interactive lectures / discussions | Most classes | | Group work on questions | Most classes | | Simulation and experiments | Most classes | | Presentations and peer teaching | Final project | | | |
| Course Schedule: | | |
| Day | Topic | Content/Activities |
| 1 | What is counseling? | Syllabus overview. Students will understand basic listening skills through good listening/bad listening exercise. |
| 2 | Current issues in counseling | Student will identify and discuss current issues in school counseling. |
| 3 | Advice vs. Non-advice giving | Student will discuss pros and cons of advice giving and non-advice giving. |
| 4 | Self­reflection and reflective listening skills | Student will expand vocabularies to describe emotions and practice self­reflection and reflective listening skills. |
| 5 | Self­awareness: cultural competence | Students will develop awareness of other’s cultural identities, own biases, and how cultures may influence a counseling process. |
| 6 | Ethics and boundary of competence, confidentiality and its limits | Students will understand basic ethics of boundary of competence, confidentiality and its limits as well as ethical dilemmas in school counseling. |
| 7 | Basic counseling skill:  Stages of counseling | Students will be introduced to three stage model of counseling.  Reading: Underlying assumptions. |
| 8 | Basic counseling skill: Exploration stage 1 | Students will understand how to help someone explore thoughts and feelings. |
| 9 | Basic counseling skill:  Exploration stage 2 | Students will understand challenges of exploration stage. Additional skills beside non-judgement will be introduced. Group work continues. |
| 10 | Basic counseling skill: Exploration stage 3 | Students will understand how to help integrate skills of exploration stage. |
| 11 | Basic counseling skill: Insight stage 1 | Students will understand goals and skills of insight stage. |
| 12 | Basic counseling skill:  Insight stage 2 | Students will understand how to facilitate insight. |
| 13 | Basic counseling skill:  Insight stage 3 | Students will understand how to help integrate skills of insight stage. |
| 14 | Basic counseling skill:  Action stage 1 | Students will understand goals and skills of action stage. |
| 15 | Basic counseling skills:  Action stage 2 | Students will understand tasks in action stage. |
| 16 | Basic counseling skill:  Action stage 3 | Students will understand how to help integrate skills of the action stage. |
| 17 | Issues in school counseling: Trauma care 1 | Students will understand how trauma affects children’s mental health. |
| 18 | Issues in school counseling  Trauma care 2 | Students will learn about ways to care after traumatic experience. |
| 19 | Issues in school counseling:  Bullying 1 | Students will explore the mechanism of bullying. |
| 20 | Issues in school counseling:  Bullying 2 | Students will explore preventative measures of bullying. |
| 21 | Issues in school counseling:  Grief 1 | Students will understand how grief affects adults and children. |
| 22 | Issues in school counseling: Grief 2 | Students will learn how counseling can support grief process. |
| 23 | Issue in school counseling: Self harm 1 | Students will understand the psychology of self harm |
| 24 | Issues in school counseling: Self harm 2 | Students will understand harm reduction and how counseling can support recovery |
| 25 | Therapeutic approaches 1 | Over view of diversity of therapeutic approaches |
| 26 | Therapeutic approaches 2 | Therapeutic approaches experiential activities |
| 27 | Therapeutic approaches 3 | Individual research on therapeutic approaches |
| 28 | Therapeutic approaches 4 | Individual research on therapeutic approaches |
| 29 | Presentation on therapeutic approaches | Presentation |
| 30 | Presentation on therapeutic approaches | Presentation |
| Week 16 | Final Exam |  |
| **Required Materials:** | | |
| Students should have a two-hole binder or similar file for keeping track of their notes and reading assignments. Reading assignments will be handed out in class and/or posted on Moodle. Loose leaf paper, writing utensils, dictionary are also required. | | |
| **Course Policies (Attendance, etc.):** | | |
| **LEARNING ENVIRONMENT:**   * I will make an effort to address the different learning styles of students in the class. There will be a combination of whole-class activities, individually based activities, small group work, and lecture. * You will have the opportunity to demonstrate your leaning in both individual and group activates throughout the course. I will encourage you to practice and improve all of your English skills (reading, writing, speaking and listening) as you learn about complexities of our mental life. * It is essential that we all work together to create safe classroom. Students who violate physical or psychological safety of self or others in class will be asked to withdraw and to seek outside help as necessary.   **REASONABLE ACCOMMODATIONS:**   * It is my goal that all students have an effective learning environment. Please let me know all necessary accommodations needed to make the class fully accessible.   **STUDENT RESPONSIBILITIES:**   * If you miss a class during add/drop week for unexcused reasons, your place may be given to a waitlisted student. * As a course participant, it is your responsibility to attend all classes, to participate actively as a member of the class, and to complete and hand in all assigned work as required. * You are expected to inform me in advance if you must miss a class. If you miss a class, you are expected to obtain missing materials and catch up by talking to other students and/or the instructor. * Excused absence from class (in case of serious illness or family emergency) requires a written notice from a doctor or other appropriate individuals. All other absence from class will be considered “unexcused”. If you are not in the classroom when the instructor takes attendance, you will be marked as late. 3 late attendances will be counted as 1 absence. 5 unexcused absences will result in your required withdrawal from the course. * All written work must be in your own words. No direct quotes of any kind will be accepted for any written work that is to be graded. * The instructor may change assignments at any time. | | |
| **Class Preparation and Review:** | | |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. | | |
| **Grades and Grading Standards:** | | |
| 1. In­class activity 35% This means paying attention during lectures, actively contributing to discussions, asking questions, and attending to any individual and group activities and tasks in and outside of class. 2. Reading, quiz, reflection papers, journaling and other homework 35% 3. Midterm and final projects: 30% 4. Satisfactory completion of all assignments are mandatory in order to pass the course. Points will be taken off of your assignment for submission delay. Some of the assignments will not be accepted when late. 5. The final grade will be determined as follows: 100-90 points: A, 89-80: B, 79-70: C, 69-60: D, 59 points or less F   On assignments:   * A grade: Reserved for course work that demonstrates genuine insight, thought-provoking, active, and genuine engagement. * B grade: Above average work, but not as polished, deeply engaged, or thoroughly insightful as an A. * C grade: Fulfills the requirements adequately but without overall sparkle or unexpected insight. * D and F grades: Poorly formulated or missing thesis, little or no analysis, bad organization, inadequate evidence, lack of attention to assignment prompt, poor writing skills, and/or academic dishonesty. * Academic dishonesty will earn you an automatic F on the assignment and possibly the course. DO NOT PLAGIARIZE. | | |
| **Methods of Feedback:** | | |
| Generally, feedback for assignments will be given in two weeks as written comments or as points. | | |
| **Diploma Policy Objectives:** | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations.  3. The ability to identify and solve problems.  4. Advanced communicative proficiency in both Japanese and English.  5. Proficiency in the use of information technology. | | |
| **SDGs Objectives** | | |
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| **Notes:** | | |
| presentation | | |

