



BRANDON UNIVERSITY

Faculty of Education
Graduate Studies Program

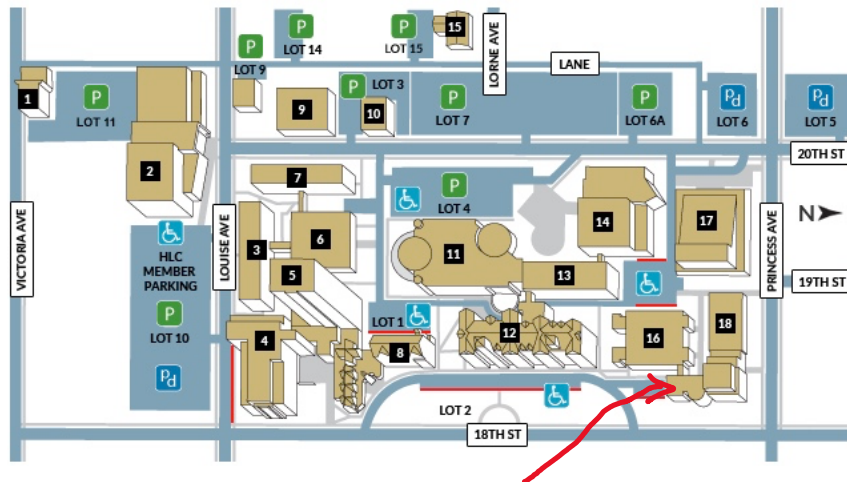
**04:708 INTRODUCTION TO COUNSELLING:
HELPING RELATIONSHIPS (3)**

Regular/ 2022-23/ Term 1

September 24 & 25, October 15 & 16, and November 5 & 6

This course will take place in the Health Studies Building at Brandon University

Campus Map



Access to the building on the weekend will be through the South Entrance by Parking Lot 2

Our Classroom will be: HSB 043 & HSB Counselling Observation Rooms

Instructor: Chris Brown, B.A., B.Ed., M.Ed. (Inclusive Ed.) M.Ed. (Counselling), PhD (School Psychology), CCC

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Moodle Enrolment Key
Helping2022

Course Description:

The purpose of this course is to examine the role of the school counsellor, develop effective counselling skills, and acquire basic competency in mental health literacy in community and educational settings. This course will have a strong experiential component.

Prerequisite: Admission to M.Ed. program.

Course Objectives:

This course is an introduction to the role of the guidance counsellor and will focus on skills to foster effective helping relationships. For many of you, it will also be an important transition point in your journey towards personal and professional congruency. Ideally you will gain the tools, understanding, and motivation to develop and integrate helpful behaviours, to a philosophical approach that is authentic, ethical, and compassionate. You will learn a number of counselling theories, strategies and techniques that will support you as you develop the communication skills to effectively support positive student change.

Clearly, this course is demanding of your time, your energy, and your commitment, particularly in this condensed format. Therefore, it is essential that you take responsibility for your own learning, become fully involved in class life, and arrange sufficient time to allow this to happen. One of the challenges of having this class run on three weekends is that each weekend becomes a critical learning weekend.

If you can't attend all three weekends, you will need to withdraw from the course and take it again in the following year or when you are able to commit to the weekends. The reason for this is that all of the counselling intervention strategies that we use during the weekend are marked as Pass or Fail. If you aren't there to be evaluated in a "live" setting, you cannot be determined to have competency in the intervention approach being used.

We will be doing exercises from Young's *Learning the Art of Helping: Building Blocks and Techniques*. You will want to read this book and know it inside out, as it is an exceptional resource for beginning counsellors to learn how to connect with clients. I would suggest buying a digital copy or one from VitalSource and start reading *Learning the Art of Helping: Building Blocks and Techniques* as soon as possible. There are also two provincial source documents from Manitoba Education and Training for you to read as members of the class. We are a small group, so it will be glaringly obvious if you haven't done the reading.

Link to VitalSource:

https://www.vitalsource.com/en-ca/products/learning-the-art-of-helping-mark-e-young-v9780135679982?gclid=CjwKCAjwx7GYBhB7EiwA0d8oe1F8Xt8hP2K2_nhAH4cJWomG0SassTjXvOdBEIPTmuwMvebBqh82hoC1lwQAvD_BwE

General Learning Outcomes:

By the end of the course, students will be able to:

- Explain the role of the counsellor and the ethics of counselling
- Explain the role of the school counsellor in the province of Manitoba
- Explain the connection between counselling interventions and provincial curricula
- Explain the importance of providing mental health literacy in K-12
- Explain the connection between stigma and mental illness
- Determine appropriate treatments and supports for mental health challenges for children and youth
- Demonstrate appropriate verbal and non-verbal communication skills
- Role-play a therapeutic counselling relationship
- Communicate effective case conceptualization (contextual) processes
- Role-play counselling scenarios using the building blocks and techniques from Learning the Art of Helping.
- Explain the importance of teacher wellness and positive mental health.

Course Format:

Classes will involve a variety of activities including mini-lectures, discussion, role-plays, and experiential exercises. You will have opportunities to be both client and counsellor and you are encouraged to use your personal life experiences in order to best appreciate the experience of being a client. However, *you are never required to share more about yourself than you are comfortable sharing.*

Required Text and References:



Course Readings

Learning the Art of Helping: Building Blocks and Techniques 7th ed. is available for purchase through VitalSource, Amazon, etc. I would recommend a digital copy so that we can reduce paper use and so that you can have immediate access to the book.

The other sourcebook, *Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach*, is available for download through the following link:

https://www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/index.html

Supplementary Readings

Kessler R.C., Foster C.L., Saunders, W.B., & Stang, P.E. (1995). Social consequences of psychiatric disorders, I: Educational attainment. *American Journal of Psychiatry*, 152(7), 1026-1032.

Kutcher, S. (2011). Facing the challenge of care for child and youth mental health in Canada: A critical commentary, five suggestions for change and a call to action. *Healthc Q*, 14, 15-21.

Kutcher, S. & Wei, Y. (2014). School mental health literacy: a national curriculum guide shows promising results. *Education Canada*, 54(2), 22-26.

Prince, M., Patel, V., Saxena, S., Maj, M., Maselko, J., Phillips, M.R., et al. (2007). No health without mental health. *Lancet*, 370(9590), 859-877)

***Due to the compressed nature of the course, you are strongly encouraged to read these required readings in advance of our first weekend.**

Course Evaluation Summary

Basic Counselling Skills

Pass/Fail (Each weekend)

- Participants in the course are required to meet the minimum competency for a student who has learned how to effectively provide basic counselling skills in a therapeutic setting. (Please see the attached rubric.) Students are required to be proficient in all of the skills in the rubric. These skills are evaluated during each weekend counselling activity. ***Students who do not meet this minimum competency (Pass) for each skill will receive an F in the course.***

Teach Mental Health

Pass/Fail

- Complete Mental Health Literacy for the Classroom course in advance of week two via the following link: <https://pdce.educ.ubc.ca/teach-mental-health/>
- **Due to the compressed nature of the course, you are strongly encouraged to complete this course in advance of the course commencing.**

Weekend 1

15%

- Role-play Self-evaluation (5%)
- Take home assignment: 2-page summary of 'Course-takeaways' from weekend 1 (10%)

Weekend 2

35%

- Role Play Self-evaluation (5%)
- Quiz on *Learning the Art of Helping: Building Blocks and Techniques* and *Manitoba Sourcebook for School Counsellors and Counselling Services* (20%)
- Take home assignment: 2-page summary of 'Course-takeaways' from weekend 2 (10%)

Weekend 3

35%

- Role Play Self-evaluation (5%)
- Quiz on *Learning the Art of Helping: Building Blocks and Techniques* and *Manitoba Sourcebook for School Counsellors and Counselling Services* (20%)
- Take home assignment: 2-page summary of 'Course-takeaways' from weekend 3 (10%)

Final Assignment (APA version 7.0 required) 15%

- In 6-8 pages, explain the role of the guidance counsellor and how you are going to develop and maintain an authentic and positive helping relationship with students. Be sure to also explain how you have made sense of the provincial guidelines and the theories, strategies and techniques we have discussed and practiced in class (15%)

Course Preparation at a Glance

1. Ongoing

- A. Read *Learning the Art of Helping: Building Blocks and Techniques* as we work through the different aspects of the course. This text was selected as the basis for what we are learning in regard to effective communication in the therapeutic alliance.
- B. Complete Mental Health Literacy for the Classroom course in advance of weekend two via the following link: <https://pdce.educ.ubc.ca/teach-mental-health/>

2. In advance of Weekend One

- Read Chapters 1-4 in *Learning the Art of Helping: Building Blocks and Techniques*
- Read *Ch. 1-6 in the Manitoba Sourcebook for School Counsellors and Counselling Services*

3. In advance of Weekend Two

- Read Chapters 5-8 in *Learning the Art of Helping: Building Blocks and Techniques*.
- Read Ch.7-8 in the *Manitoba Sourcebook for School Counsellors and Counselling Services*
- Prepare for quiz 1 based on Previous readings and Course Notes/conversations from weekend one

4. In Advance of Weekend Three

- Read Chapters 9-12 in *Learning the Art of Helping: Building Blocks and Techniques*.
- Prepare for quiz 2 based on Previous readings and Course Notes/conversations based on weekend two and three

Grading Criteria:

Verbal Label	Verbal Description	Percentage	Letter Grade
<i>Distinction</i>	Outstanding work; Comprehensive and detailed understanding; Insightful analysis and use of creative approaches to exploring and applying the concepts; Evidence of considerable thought and effort. Well written with no spelling or grammatical errors.	96-100	A+
		90-95	A
		85-89	A-
<i>Superior</i>	Very good work; Demonstrating full understanding of concepts; Insight and creativity apparent in the analysis; Evidence of thought and effort. Well written with a minimal number of spelling or grammatical errors.	80-84	B+
		75-79	B
		70-74	B-
<i>Average</i>	Satisfactory completion of assignments showing basic understanding and competence; Some evidence of thought and effort, however not graduate level work. Reasonably written. Some spelling or grammatical errors.	65-69	C+
		60-64	C
		55-59	C-
<i>Marginal</i>	Marginal; Inadequate understanding or ability to apply the concepts; Minimal effort. Poorly written with many spelling and grammatical errors.	50-54	D
<i>Failure</i>	No understanding, effort or ability evident; or did not complete assignments as outlined. Extremely poorly written.	0-49	F

Note: The minimum grade requirements for Faculty of Education graduate courses is in the high superior to distinguished range. Therefore, your final mark must be a **B** or greater to successfully count towards your degree.

Academic dishonesty will cancel out all the calculations above and result in a final grade of F-AD (Fail-Academic Dishonesty and Misconduct)
(Refer to the Graduate Calendar, section 3.9.)

Instructor / Course Evaluation:

The anonymous course evaluations will be completed online. All students are encouraged to complete the evaluation. The Graduate Studies Office will communicate dates of the evaluation.

Attendance at Lectures and Practical Work:

(Refer to the Graduate Calendar, section 3.7.1.)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance per se will not be considered assessing the final grade, it should be noted that in courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes or notify the instructor that they intend to attend may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.

Support and Accommodations

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, safe, and inclusive for all students.

Counselling Support

Counselling services are available for all Brandon University students. Please contact the counsellors in the Student Services Department at 204-727-9737 or visit Room 102 A.E. McKenzie Building during regular business hours to make an appointment. Brandon University students also have off-campus access to counselling services through their Health Care plan. To access this service contact BUSU at (204) 727-7314 or by email at om@busu.ca. Additionally, teachers working in Manitoba have access to counselling services through the Manitoba Teachers' Society. To access these services, contact the Educator Assistance Program at 1-800-378-8811. Please also consider adding the I.M. Well app. to your phone for a more detailed list of supports and services for Brandon University students.

Student Accessibility Services

Student Accessibility Services (SAS) works with students who have permanent, chronic, or temporary disabilities. SAS supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students registered with SAS.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical, or temporary), you are invited to contact Student Accessibility Services to arrange a confidential discussion at (204) 727-9759 or magnussonm@brandonu.ca. Additional information is available on the Student Accessibility Services website <https://www.brandonu.ca/student-services/student-accessibility-services/>

If you are registered with SAS and have a letter requesting accommodations, you are encouraged to contact the instructor early in the term to discuss the accommodations outlined in your letter.

Teach Mental Health

Mental Health Literacy for the Classroom

Self-guided, fully online resources to help teacher candidates and current teachers develop and expand their mental health literacy.

National surveys report that about 70% of Canadian teachers identify a need for more knowledge about mental health and mental illness, yet most Faculties of Education do not have a comprehensive mental health literacy curriculum resource. This online, self-paced resource addresses that gap. Pre-service and current teachers can take this 7-module course in its entirety or simply the modules they are most interested in. Faculties of Education are welcome to use these resources to support their course and/or discussions on mental health in the same way.



The 7 Modules are:

- Module 1: Introduction & Background
- Module 2: Stigma & Mental Health
- Module 3: Human Brain Development
- Module 4: Understanding Mental Health, Mental Illness & Related Issues in Young People
- Module 5: What is Treatment?
- Module 6: Seeking Help & Providing Support
- Module 7: Caring for Students & Ourselves

Participation in this online course is **FREE**.

