

Miyazaki International College
 Course Syllabus
 Fall 2018

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| Course Title (Credits) | PSY 309 Counseling Psychology (3 credits) |
| Course Designation for TC | Teacher certification related course |
| Content Teacher | |
| Instructor | Aya Kasai |
| E-mail address | akasai@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-405 / 3730 |
| Office hours | Tuesday and Thursday 15:30 ~ 17:15 |
| Language Teacher | |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |

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| Course Description: |
| <p>This course provides an introductory overview of the main theories of counseling and introduces basic techniques and skills used in counseling (from the MIC Bulletin). Students will gain knowledge in current issues of counseling and an experiential understanding of the role of counseling as it relates to the field of education. This course is also 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 self-reflective practices, students will be supported to conduct experiential learning activities.</p> |
| Course Objectives: |
| <p>On completing this courses students will be able to:</p> <ul style="list-style-type: none"> ● 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 which are related to educational settings. ● engage with meaningful experiential growth in peer to peer discussion and |

self-reflection and cultivate one's sense of resilience, positive leadership, empathy and compassion towards self and others.

Course Schedule:

| Day | Topic | Content/Activities |
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| 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 | Self-reflection and reflective listening skills | Student will expand vocabularies to describe emotions and practice self-reflection and reflective listening skills. |
| 5 | Self-awareness: 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 |

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| | | 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. |

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| 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 | Student lead group |
| 30 | Presentation on therapeutic approaches | Student lead group |
| 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, USB, 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 learning in both individual and group activities 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.

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:

- 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”. 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.
- If you have special circumstances, please contact the instructor to discuss special arrangements.
- 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. In-class activity 25 % 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 25% Completing and submitting the assignments are required. The standard is evidence of completion and having thought about the material or topic. Some of the homework will not be accepted when late.

3. Midterm and final projects: 50%

4. Satisfactory completion of all assignments are mandatory in order to pass the course. 5% will be taken off of your assignments grade for each day for submission delay.

On assignments:

- A grade: Reserved for course work that demonstrates genuine innovation, thought-provoking, and active, 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.

Notes:

Class activities include various active learning strategies: Interactive lectures, pair-work, triad-work, small group discussion, symbolic expression, small group discussion, reading, writing, and oral presentation

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| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner. | Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner. | Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships | Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis | Insufficient effort or evidence of achievement. |
| | Information Gathering | | | | | |
| | Assessment of Credibility | | | | | |
| Advanced Communication Proficiency | Public Speaking | Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance. | Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted. | Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret. | Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence. | |
| | Social Skills | | | | | |
| | Professional Skills | | | | | |
| Global Perspectives | Cultural Relevancy | Fully engaged in current events and shows and understanding of social inequalities and cultural differences. | Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life. | Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy. | Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events. | |
| | Awareness of Current Events & Global Issues | | | | | |
| English Language Ability | Reading | Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary. | Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone. | Adequate English ability; must reference dictionary often | Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions | |
| | Writing | | | | | |
| | Oral Communication | | | | | |
| Japanese Language Ability | Reading | Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary. | Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone. | Adequate oral and written communication; tends to have difficulty clearly expressing ideas. | Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions | |
| | Writing | | | | | |
| | Oral Communication | | | | | |