

EDUC 425: Counselling for the Classroom Teacher

Course Outline for Summer Session, 1985

Instructor: Jack Martin

Times: Wednesday and Friday,
8.30 a.m. - 12.30 p.m.
(July 3 - August 9)

Room: MPX 9511/12

I. Texts (Required):

1. Martin, J., & Hiebert, B. (1985). Instructional Counselling: A method for counselors. Pittsburg: The University of Pittsburg Press. (paperback)
2. Martin, J., & Martin, E.W. (1983). Personal Development: Self-instruction for personal agency. Calgary: Detselig.

II. Course Goals:

It is hoped that students will:

1. learn to conceptualize and gain initial skill in implementing interpersonal problem-solving methods with respect to common classroom-related difficulties of pupils,
2. learn to conceptualize and gain initial skill in conducting classroom discussions/meetings to increase student involvement in classroom activities,
3. gain greater knowledge of counselling and guidance programs in schools and how the classroom teacher can use and participate in these programs (e.g., referrals, consultation, counselling and guidance in the curriculum, etc.),
4. experience a structured method of self-instruction for accomplishing personal goals, and explore applications of this approach to pupil learning/development in classrooms.

III. Course Description & Format:

The course attempts to acquaint students with information in the areas of counselling and guidance that can be used by classroom teachers in one of two ways:

- a) incorporated directly into their classroom activities and interactions with pupils, or
- b) employed as a basis for the informed use of school/district guidance and counselling services and personnel.

Course activities will range across student-centred seminars, small group discussions and exercises, skill practice simulations, panel discussions, and open forums with invited guests.

IV. Evaluation of Student Performance:

Student grades in EDUC 425 will be based on performance in:

- 1) A major paper that documents students' own experiences with processes of self-instruction and problem-solving examined in the course and in the course texts. (40%)
- 2) Two open book examinations. (30% each)

Detailed information about the paper, exams, and criteria employed in scoring/grading will be presented during the first meeting of the class.

V. Itinerary:

<u>Dates</u>	<u>Major Content/Activities</u>	<u>Reading Assignment</u> (to be done prior to each class session)
July 3	- Introductions, Orientation - Overview of Course - Course Goals, Exercise - Self-instruction Assignment	
July 5	- Introduction to Instructional Counselling - Interpersonal Problem-Solving - Small-group Skill Practice (probing skills)	- IC Chaps. 1 & 2 - PD Chaps. 1-3
July 10	- Small-group Skill Practice (responding skills)	- IC Chap. 3 - PD Chap. 4
July 12	- Small-group Skill Practice (structuring skills) - Classroom Application of Interpersonal Problem-solving	- IC Chap. 7 - PD Chap. 5
July 17	- Classroom Meetings (Glasser, Dieckurs, Circle Time)	- PD Chap. 6 - TBA
July 19	- Mid-term Examination - Classroom Meetings Skill Practice	- PD Chap. 7
July 24	- Guidance and Counselling Programs in schools - School-based Application of Instructional Counselling	- IC Chaps. 4-6 - PD Chap. 8 - TBA
July 26	- Open Forum	- PD Chap. 9
July 31	- Incorporating Guidance/Counselling Content in the Classroom Curriculum (self-awareness, interpersonal relationships)	- PD Chap. 10 - TBA
August 2	- Career Exploration	- PD Chap. 11 - TBA
August 7	- Presentations and Discussion of Self-instruction Programs - Classroom Applications of Self-instruction (Major Paper Due)	- IC Chaps. 8-9
August 9	- Final Examination - Course Summary & Evaluation	