

EDUCATION 425-4 SCHOOL COUNSELLING FOR THE CLASSROOM TEACHER

Being a teacher is becoming an increasingly complex career. In B.C., the 'Year 2000' policy document defines the goals of formal education broadly, including not only the traditional academic subjects but education leading to personal development and better citizenship. The expanded role of the school teacher requires educators have a knowledge base and skill repertoire beyond the traditional academic subjects. Education 425 was primarily prepared for school teachers and persons whose vocation involves teaching in less formal settings. The goal of the course is to make accessible to a wide audience some of the theories and techniques that counsellors found useful helping people grow, make decisions and/or solve problems.

The topics covered in this course include: theories, communication, play, gender-fair classroom practices, sexuality, and practical applications of counselling techniques to classroom problems. Some of the units focus on material that can be directly applied in many settings while other parts of the course deal with more general issues.

The course is built around a course reader, texts and a number of assigned readings taken from diverse sources. The student is required to: (a) read the course reader and the assigned readings, and (b) complete the assignments that form part of each unit.

PREREQUISITE: EDUC 401/402, EDUC 220 or PSYC 100 and 102.

REQUIRED TEXTS:

Allan, John A.B. & Nairne, Judith. *Class Discussions For Teachers & Counsellors In Elementary Schools*. OISE Press, 1989.

Thompson, C.L., & Rudolph, L.B. *Counseling Children*. (3rd ed.) Brooks-Cole, 1992.

COURSE REQUIREMENTS:

The assignments are of two types:

- "To Do's"—these involve reading or doing some experiential tasks, and
- formal "Assignments"—involving the completion of some specific task and writing a short (1-3 pages) report or an essay.

The course grade is based on these assignments.

02/25/93