PSYC 3214 – Communication & Counselling

Unit of Study Code: PSYC3214

Coordinator: Dr Alan Craddock
Office: Room 655 Mungo MacCullum
Phone: 9351 3353
E-mail: alan@psych.usyd.edu.au

Other Teaching Staff: Dr Michael Walker
Office: Room S473 South Main Quad
Phone: 9351 2199
E-mail: michaelw@psych.usyd.edu.au

Ms Dianne Clark
Office: Room 510 Griffith Talor
Phone: 9351 7523
E-mail: diannec@psych.usyd.edu.au

Format of Unit: 2 x 1 hour lectures/week x 13 weeks
1 x 1 hour tutorial/week x 12 weeks
Tutorial sizes: maximum of 20 students per group

Credit Point Value: 4 Credit Points

Qualifying: 12 credit points of Intermediate Psychology

Assessment:

Classwork: (30%)
Communication:
15% Report
Due Date: Friday 14 September (week 8)

Counselling:
15% Class Quiz
22 October – 25 October (Week 13)

Examination: (70%)
Communication: 35% Multiple Choice Questions
Counselling: 35% Multiple Choice Questions

Evaluation of teaching and learning:
Date: Week 13
Type: Questionnaire

Unit of study general description:

Communication
This part of the unit is concerned with understanding how interpersonal communication occurs in a face to face context. The emphasis will be on the structure of language and non-language components that compose the message and the extent to which that message is correctly decoded.

Counselling
This part of the unit of study aims to provide an introduction to counselling psychology, to critically examine the theoretical foundations of counselling processes and to consider relevant empirical research.
Teaching outcomes:

Communication
(1) An introduction to the main concepts in understanding interpersonal communication.
(2) A review of the evidence relating to the decoding of meaning from verbal and nonverbal signals.
(3) A review of the variation in communication associated with type of relationship, gender, culture, and situational context.

Counselling
(1) A general introductory review of the main features of counselling psychology.
(2) A critical examination of the theoretical foundations of counselling processes and a consideration of relevant empirical research.
(3) An introductory review of issues and concepts associated with the profession of counselling psychology.

Evidence of learning:

Communication
(1) The ability to provide a general introductory review of the main concepts in understanding interpersonal communication.
(2) The ability to show understanding of the evidence relating to the decoding of meaning from verbal and nonverbal signals.
(3) The ability to demonstrate knowledge of the variation in communication associated with type of relationship, gender, culture, and situational context.

Counselling
(1) The ability to provide a general introductory review of the main features of counselling psychology.
(2) The ability to provide a critical examination of the theoretical foundations of counselling processes and a consideration of relevant empirical research.
(3) The ability to provide an introductory review of issues and concepts associated with the profession of counselling psychology.

SYLLABUS

The focus of this section is face-to-face social interaction. Most of the theories, hypotheses, phenomena and explanations will relate to the two person situation, although the extent of generalisation to larger interacting groups will also be considered. To a large extent language structure will be treated as a given. The core questions considered involve the way in which the meanings of speech acts are modified by contextual features. Spoken communication will be analysed as a triadic structure of language, paralanguage and kinesic components. Specific topics include:
- the evolution of communication
- the history of ideas about communication
- structure of communication
- communication of emotions
- communication of feelings and interpersonal attitudes
- lying and its detection
- communication skills
- body language
- cultural and gender differences in communication
- social and emotional intelligence

University of Sydney - Administrative Guidelines Psychology 3, 2001 page 25
Counselling

The work of the counsellor: Defining counselling, distinguishing between counselling, education, interviewing and psychotherapy. Goals of counselling. Skills-oriented and stage-oriented models of counselling (eg. Egan's Helping Model).

Theoretical Models: The organising principles of counselling, and their status, as variously proposed within the following viewpoints; Psychodynamic theories (Freud and the neo-Freudians), behavioural theories (eg. Wolpe, Skinner, Bandura), cognitive theories (eg. Ellis, Beck), existentialist-humanistic theories (eg. Rogers), Gestalt theories (eg. Perls). More recent approaches (examples to be selected by the lecturer).

Integrating theory and skills: Single-model approaches versus forms of eclecticism.

Introduction to professional issues: Supervision and ethics.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evolution of communication; communication:history, ideas</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Structure of communication; communication of affect</td>
<td>Dyadic interaction demonstration</td>
</tr>
<tr>
<td>3</td>
<td>Expression and perception of emotions (2 lectures)</td>
<td>Dyadic interaction data analysis</td>
</tr>
<tr>
<td>4</td>
<td>Detection of lying; communication skills</td>
<td>Detection of deceit</td>
</tr>
<tr>
<td>5</td>
<td>Body language; the measurement of communication</td>
<td>Encoding and decoding accuracy</td>
</tr>
<tr>
<td>6</td>
<td>Cultural and gender diffs in communication (2 lectures)</td>
<td>Encoding data analysis</td>
</tr>
<tr>
<td>7</td>
<td>Social and emotional intelligence; Defining counseling</td>
<td>Social sensitivity demonstration</td>
</tr>
<tr>
<td>8</td>
<td>Skills and stages of counseling (1) and (2)</td>
<td>Egan Stage I skills</td>
</tr>
<tr>
<td>9</td>
<td>Skills and stages of counseling (3) and (4)</td>
<td>Egan Stage II skills</td>
</tr>
<tr>
<td>10</td>
<td>Psychodynamic approaches (1) and (2)</td>
<td>Egan Stage III skills</td>
</tr>
<tr>
<td>11</td>
<td>Cognitive-Behavioural approaches (1) and (2)</td>
<td>Working with cognition</td>
</tr>
<tr>
<td>12</td>
<td>Humanistic approaches (1) and (2)</td>
<td>Working with emotionality</td>
</tr>
<tr>
<td>13</td>
<td>Professional Issues in Counselling Psychology (1) and (2)</td>
<td>Counselling Quiz and Evaluation</td>
</tr>
</tbody>
</table>

TEXT

No set text.

REFERENCES

Communication


Counselling
