PSYC 3214 – Communication & Counselling

Unit of Study Code: PSYC3214

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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

Prerequisite: 8 credit points of Intermediate Psychology including PSYC2113 and PSYC2114

Assessment:

Classwork: (30%)
Communication:
1,000 words Report, 15% of the total mark,
Due Date: Friday 19 September (Week 8)

Counselling:
Class Quiz, 15% of the total mark
27 October – 31 October (Week 13)

Examination: (70%)
Communication: 35% of the total mark, Multiple Choice Questions
Counselling: 35% of the total mark, 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

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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.

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<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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<tbody>
<tr>
<td>1</td>
<td>Evolution of communication; communication: history, ideas</td>
<td>No tutorial</td>
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<tr>
<td>2</td>
<td>Structure of communication; communication of affect</td>
<td>Dyadic interaction demonstration</td>
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<td>3</td>
<td>Expression and perception of emotions (2 lectures)</td>
<td>Dyadic interaction data analysis</td>
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<td>4</td>
<td>Detection of lying; communication skills</td>
<td>Detection of deceit</td>
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<td>5</td>
<td>Body language; the measurement of communication</td>
<td>Encoding and decoding accuracy</td>
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<tr>
<td>6</td>
<td>Cultural and gender diffs in communication (2 lectures)</td>
<td>Encoding data analysis</td>
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<tr>
<td>7</td>
<td>Social and emotional intelligence; Defining counseling</td>
<td>Social sensitivity demonstration</td>
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<td>8</td>
<td>Skills and stages of counseling (1) and (2)</td>
<td>Egan Stage I skills</td>
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<tr>
<td>9</td>
<td>Skills and stages of counseling (3) and (4)</td>
<td>Egan Stage II skills</td>
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<td>10</td>
<td>Psychodynamic approaches (1) and (2)</td>
<td>Egan Stage III skills</td>
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<tr>
<td>11</td>
<td>Cognitive-Behavioural approaches (1) and (2)</td>
<td>Working with cognition</td>
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<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 (1) and (2)</td>
<td>Counselling Quiz and Evaluation</td>
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TEXT

No set text.

REFERENCES


Counselling


PSYC3215 – Cognitive Neuroscience & Neuropsychology

Unit of Study Code: PSYC3215

Teaching Staff: Associate Professor Lea Williams
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Format of Unit: 2 x 1 hour lectures/week x 13 weeks
1 x 2 hour tutorial (or laboratory) per fortnight x 6 weeks
Tutorial classes: maximum of 20 students per group

Credit Point Value: 4 Credit Points

Prerequisite: 8 credit points of Intermediate Psychology including 2 of PSYC2111, PSYC2112 and PSYC2113

Assessment: Classwork:
Laboratory presentation
20% of the unit total
week 6 (1/9 to 5/9) & week 12 (20/10 to 24/10)

Essay-2,000 words
30% of the unit total
Due Date: Friday 26 September (week 9)

Examination:
Multiple choice questions (2 hrs), 50% of unit total

Evaluation of teaching and learning:
Date: week 13
Type: standard CTL evaluation

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Unit of study general description:

The course will encompass two components. The Cognitive Neuroscience component will focus on approaches to studying the human brain at different scales of function (microscopic to macroscopic), the link between cognitive and biological models of brain function and dysfunction, and the application of these models to understanding cognitive neuropsychiatric disorders such as post-traumatic stress, schizophrenia and attention-deficit disorder. The Cognitive Neuropsychology component will use evidence about the selective breakdown of specific cognitive domains (e.g., memory, language, visual cognition, praxis) in a variety of neurodegenerative disorders to (1) examine the functional neuroanatomy underpinning those cognitive domains and (2) explore the implications of focal cognitive deficits in neurological patients for models of normal cognitive function.

Lecture programme

**COGNITIVE NEUROSCIENCE**

Coverage of both techniques and theoretical framework, including

1. Definition of cognitive neuroscience, including sources of data and different scales of focus

2. Experimental techniques:
   - Direct neuronal recording
   - Brain imaging techniques (EEG, ERPs, Gamma, PET, MRI, fMRI)
   - Modelling and numerical simulation
   - Integration with attentional measures e.g. visual scanpaths
   - Consideration of contributions from autonomic arousal, performance etc.

3. Theoretical approaches/frameworks:
   - Major theoretical models in cognitive neuroscience
   - Functional network approaches:
     - Focus on key functional brain networks - motor, attentional systems; "significance/orienting" networks; defense/emotion networks
   - "whole brain" mechanisms (e.g., 'binding hypothesis')

4. Cognitive neuroscience applications to psychopathology – e.g.,
   - Schizophrenia
   - Attentional deficit disorder
   - Post traumatic stress disorder
   - Borderline personality disorder

**COGNITIVE NEUropsychology**

1. Cognitive neuropsychological approaches
   - lesion analysis
   - conceptual and computational modeling of cognitive processes

2. Memory disorders: Alzheimer's disease, the temporal lobe and amnesia
   - Memory circuits; hippocampus vs neocortex
   - Trajectory of pathology in Alzheimer's disease
   - Autobiographical vs semantic memory
   - Theories of neural basis of memory systems

3. Language disorders: frontotemporal dementia as primary progressive aphasia
   - Language circuits; investigation of comprehension and production impairments
   - Temporal lobe structure and function
   - Organisation of semantic memory
   - Semantic memory involvement in written and spoken language processing
4. Disorders of "frontal" function: frontotemporal dementia, the frontal lobes and loss of behavioural control
   • models of frontal lobe function
   • the dysexecutive syndrome
   • disinhibition and "personality change"

5. Impairments in visual perception and visuospatial cognition: posterior cortical atrophy, the parietal lobes and visuospatial function
   • Space vs object perception
   • Impairments in spatial perception
   • Impairments in visual attention

6. Disorders of skilled action: corticobasal degeneration, the parietal lobes and apraxia
   • Corticobasal degeneration:
   • Models of parietal lobe function and dysfunction

TIMETABLE

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<tr>
<th>WEEK</th>
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<tbody>
<tr>
<td>1</td>
<td>Cognitive Neuroscience – sources of data</td>
<td>No tutorial</td>
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<tr>
<td>2</td>
<td>Experimental techniques</td>
<td>Cognitive neuroscience lab. 1 – 5 theoretical topics</td>
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<td>3</td>
<td>Brain imaging and modelling</td>
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<td>4</td>
<td>Theoretical approaches</td>
<td>Cognitive neuroscience lab 2 – focus on report on theoretical topic</td>
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<td>5</td>
<td>Functional networks</td>
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<td>6</td>
<td>Application to clinical disorders</td>
<td>Cognitive neuroscience lab 3 – theoretical topic presentations</td>
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<td>7</td>
<td>Cognitive Neuropsychology approaches</td>
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<td>8</td>
<td>Disorders of memory</td>
<td>Cognitive neuropsychology lab. 1 – 5 theoretical topics</td>
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<td>9</td>
<td>Language disorders</td>
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<tr>
<td>10</td>
<td>Frontal lobe disorders</td>
<td>Cognitive neuropsychology lab 2 – focus on report on theoretical topic</td>
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<td>11</td>
<td>Impairments in visual perception</td>
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<tr>
<td>12</td>
<td>Disorders of skilled action</td>
<td>Cognitive neuropsychology lab 3 – theoretical topic presentations</td>
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<td>13</td>
<td>Overview</td>
<td>Assessment</td>
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Teaching outcomes:

- Knowledge of fundamental principles of cognitive neuroscience and neuropsychology
- Knowledge of the methods and primary sources of information in cognitive neuroscience and neuropsychology – including direct neuronal recording, brain imaging, brain modelling and lesion-based studies.
- Knowledge of the major anatomical and functional brain networks and associated cognitive processes.
- Knowledge of lesion-based disorders in the major functional systems (including language, memory, perception, executive function)
- Knowledge of brain function mechanisms across different scales of focus (single neuron to neural network to whole-brain).
Evidence of learning:
Via unit assessments and examination
Standard CTL evaluation

TEXT

READING