

EDU404 Fundamentals of Guidance and Counseling  
Tishk International University  
Faculty of Education

Course Syllabus  
Spring 2018-2019



Your teacher might be wrong!  
So, **THINK** for **YOURSELF**

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**Office Hours:**  
**Semester:** Spring 2018-2019  
**Class Website:** go to [classroom.google.com](https://classroom.google.com)  
or download the [Google Classroom App](#)  
**Class code** 014s98y

### Course Description

This course has been designed to introduce the concept, scope, and theories that govern the process of guidance and counselling in education. It will enable pre-service teachers to identify areas of guidance and counselling at the K12 level. The course will include both theoretical knowledge of guidance and counselling and the development of pre-service teachers' counselling skills. It will strengthen their ability to exercise active listening skills, reflect on students' problems, and help them choose potential solutions to their problems.

### Course Objectives and Learning Outcomes

By the end of this course, pre-service teachers are expected to be able to:

- Demonstrate knowledge of the importance of guidance and counselling to teachers and students
- Critically analyze the concepts, scope, and theories that govern the process of guidance and counselling
- Use the principles and functions of guidance and counselling to ensure a safe learning environment in school
- Select and apply appropriate counselling techniques to solve students' problems
- Identify and communicate with various stakeholders in the process of guidance and counselling.
- Identify the role of the teacher in the process of guidance and counselling in the school
- Initiate and plan for a guidance and counseling program in the school.

### Teaching-learning Strategies

We will strive for class sessions that are lively, engaging, fun, creative and informative. Our format will combine discussion, presentations, role plays, tech supported, social media integrated, field work, in-class screenings and analysis.

## Expected Studentship Behavior

Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates, and contributing in a positive way to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity, and consideration of other classmates' concerns are all essential to success in this course. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional manners in class. You are also expected to bring your own necessities. Attending class without your notebook shows negative characteristics of studentship. Moreover, excessive use of mobile phone during a class is unacceptable.

## Required Texts

The course text is a collection of book chapters and article put together delivered to the students in parts and/or put online in the classroom website. Student can download the readings from the class on the Google Classroom class and print it or use them online.

## Student's obligation

Students are required to; read the weekly readings, visit the Google Classroom class for lecture notes and files, participate in in and out of classroom discussions, and submit the assignments on time.

## Weekly Coursework

Weeks	Content
Week I	Understanding Guidance and Counselling
Week 2	Guidance in the School
Week 3	The need for guidance program in the school
Week 4	Counselling in Schools
Week 5	Theories of guidance and counselling •Carl Roger • Erik Erikson • Alfred Adler • B. F. Skinner
Week 6	Teacher As a counsellor, Qualities of a counsellor: Personal and professional
Week 7	Steps and procedures of counselling - Techniques and Strategies for solving problems
Week 8	Steps and procedures of counselling - Staging interventions
Week 9	Challenges and common misconceptions in guidance and counselling
Week IO	Ethical considerations of guidance and counselling
Week II	Initiating Guidance Program in the School (Needs assessment, Mission-Vision-Goal, Involving stakeholders, action plan)

## Assessment

You need to know that marks/grades don't measure your true talents. Not doing very well in exams does not absolutely mean you are incapable. Exam measure only your momentary excellence, not your life excellence.

John Dewey states that

“[a student often] suffers from the conflict between doing what is really dear to him and what he has learned will win the approval of others.”

Grading is at the center of this conflict. We are; therefore, trying to make sure you do not suffer this conflict. We will make the assessment of this course as humane as possible as per university requirements.

Evaluation Procedures	
Category	% /100
Quiz*2	%5
Weekly in and out of class participation	%10
5*5 Journal (online)	%10
Case Study	%10
Midterm	%20
Final Exam	%40
<b>Total</b>	<b>100</b>

## Deadlines

"Meeting the deadlines is not good enough,  
beating the deadlines is my expectation".

Dhirubhai Ambani, Indian Businessman

**T**o respect the value of time. We regulate the assignment submission deadlines. Each 24-hour delay in any submission deduces 10% of the total mark of the assignment.

## Participation (10% of the total mark)

Participation is essential to the course; students who attend consistently will be in a better position to learn and do well in the course. Meeting deadlines is also considered for class participation. You are expected to complete the assigned readings before each class, and to come to class prepared, to ask questions and participate in discussions and take part in the class activities. Your participation grade will be based on your reasoned, thoughtful, informed and mutually respectful contributions to this course. The instructor will be using the Class Participation Tracker to observe each one of your participation and engagement in the course.

## 5\*5 Journal (10% of the total mark)

You are required to write about the five most interesting ideas you discovered during first part of the course and the second part of the course. Explain why they are the most interesting ideas to you, and how do they resonate with you. There will be 5\*5 Journal entries during the period of the course.

An online template is prepared by the instructor for you to complete one week before the midterm and the other one week before the finals.

**Quizzes** (10% of the total mark)

Quizzes are short, and sudden checkpoints in the process of learning. In this course, they are considered check points for making sure students understand the major concepts covered in the past. There will be 5 quizzes in the duration of the course. See the table below;

**Case Study** (10% of the total mark)

There will be a case of a student to be counselled and/or guided in a school setting. You (as the teacher counsellor or as the counsellor) will be required to look into the case and deal with it. You will submit your case response in a written form. Requirements for this assignment will be presented in due time.

**Mid-Term Exam: Closed Book** (20% of the total mark)

The final exam will be taken in class and worth 100 points. Students will answer various types of questions on a questions paper.

**Final Exam: Closed Book** (40% of the total mark)

The final exam will be taken in class and worth 100 points. Students will answer various types of questions on a questions paper.

**Teaching Assistants (TAs)**

Teaching Assistants are class students who would volunteer to help the course instructor with the teaching and learning process of the course. TAs are not representative of the class for the department, they are TAs for this course only. There will be two TAs per class. The Volunteer TAs will be rewarded with 2 marks on total for the his/her efforts and volunteer spirit. We will be choosing the TAs in the first day of class.

**The following are the role of the TAs**

1. Arrangement of Office Hours
2. Collecting assignments from students and giving them to the instructor.
3. Reminding deadlines and submission dates
4. Organizing classroom seating and layout. The class representative should cooperate as well.
5. Helping organize Study Groups. The class representative should cooperate as well.
6. Distributing handouts, papers, and files while teaching.
7. Organizing teams in the classroom
8. Makes sure the PC and the projector are working and they are on.
9. Makes sure the classroom AC is on the right condition
10. Should take the closest seat to the instructor.

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**Grade Improvers**

Grade improvers are extra assignments for students to increase their grades. Students can choose any one or more of the following assignments and ask the instructor for clarification.

Grade Improvers	
Assignment	Percentage added to the total
Book reviews	%5