

Niagara University
Department of Educational Leadership & Counseling
Spring 2006

Instructor: Dr. Morgan Brooks Conway, Assistant Professor, Dept. of Ed Leadership & Counseling

Office: Timon 31

E-Mail: mcc@niagara.edu

Office Phone: 286-8307

Office Hours: Monday 2-4, Tuesday 2-4, Wednesday 2-4

A. Course Number and Title

EDU 651: Introduction to Counseling (Tuesdays, 4:20-7:05, DN 234)

B. Number of Credits

Three (3) credit hours

C. Course Description

This course explores the basic counseling process, including developing active listening skills, building rapport, and facilitating client awareness. This course will also examine the settings in which a professional counselor can practice, such as schools, community and mental health agencies, career counseling centers, rehabilitation programs, and addiction programs. Professional roles, ethical standards, and professional credentialing will be introduced in this course.

Niagara University's graduate counseling programs adhere to the Core Areas set forth by the **Council on the Accreditation of Counseling and Related Educational Programs (CACREP) and the Code of Ethics of the American Counseling Association (ACA)**. The Eight CACREP Core Areas are listed below, along with which are addressed in this particular course:

1. Professional Identity: *Addressed in course*
2. Social and Cultural Diversity: *Addressed in course*
3. Human Growth and Development: *Addressed in course*
4. Career Development: *Not addressed in course*
5. Helping Relationships: *Addressed in course*
6. Group Work: *Not addressed in course*
7. Assessment: *Not addressed in course*
8. Research and Program Evaluation: *Not addressed in course*

Note: Areas not addressed above are addressed in other counseling course work

D. Methods of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking, and reflection and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructor and classmates, and observations of instructional videos.

E. Course Objectives

Upon completion of EDU 651, the student will be able to:

1. Facilitate client expression and self-exploration
2. Respect freedom of choice
3. Demonstrate personal counseling skills such as: effective communication, being creative in counseling approaches, maintaining objectivity, exercising self-discipline, and engaging in personal growth
4. Develop a personal approach to counseling that is consistent with the counselor's values and beliefs
5. Special considerations, including responding appropriately to:
 - a) Counseling persons with special needs/multicultural and diverse differences
 - b) Making referrals
 - c) Crisis intervention
 - d) Legal/ethical considerations
6. Establish and maintain a constructive, facilitative and ongoing relationship with clients
7. Demonstrate basic counseling skills used in most types of counseling, focusing on microskills in counseling
8. Conduct counseling sessions in the working stage(s) of the counseling relationship life cycle.
9. Demonstrate an awareness of professional, ethical, legal, and cultural and diversity issues

G. Outline of Course Content

**** Reading assignments are done before date on syllabus! (**Syllabus is subject to change!**)

DATE	TOPIC	READING ASSIGNMENT
Jan 24	Intro to Course/Syllabus Getting to Know the Class/Partners Activities Essentials of Counseling	Chapter 1

DATE	TOPIC	READING ASSIGNMENT
Jan 31	Attending Behavior Counseling Practice with Assigned Partners/Groups	Chapter 2
Feb 7	Questions Counseling Practice with Assigned Partners/Groups	Chapter 3
Feb 14	Observation Skills Counseling Practice with Assigned Partners/Groups	Chapter 4
Feb 21	Encouraging, Paraphrasing, and Summarizing Counseling Practice with Assigned Partners/Groups Due: Personal Reflection Paper 1	Chapter 5
Feb 28	Observing and Reflecting Feelings Counseling Practice with Assigned Partners/Groups	Chapter 6
Mar 7	Integrating Listening Skills Counseling Practice with Assigned Partners/Groups	Chapter 7
Mar 14	NO CLASS: WINTER BREAK	
Mar 21	The Skills of Confrontation Counseling Practice with Assigned Partners/Groups Due: Personal Reflection Paper 2	Chapter 8
Mar 28	Focusing the Interview Counseling Practice with Assigned Partners/Groups	Chapter 9
Apr 4	Eliciting and Reflecting Meaning Influencing Skills Counseling Practice with Assigned Partners/Groups	Chapter 10 Chapter 11
Apr 11	Final Counseling Practice with Assigned Partners/Groups Emphasis on Personal Strengths/Difficulties Due: Personal Reflection Paper 3	
Apr 18	Final: Formal In-Class Sessions	
Apr 25	Final: Formal In-Class Sessions	
May 2	Final: Formal In-Class Sessions	
May 9	Course wrap-up and evaluations	

H. Course Requirements

1. Required Text:

Ivey, A., & Ivey, M.B. (2003). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (5th ed.). Pacific Grove, CA: Brooks/Cole.

2. Personal Reflections:

Students will write three 1-2 page reflections as indicated on the syllabus. Reflections should consist of personal thoughts on the progression of skills throughout the class, including strengths and difficulties (10 points each) **(30 points)**

3. Student Pair/Group Practice Sessions

Students will be graded on their participation in the in-class practice sessions with their groups, as practice is crucial to gaining counseling microskills (8 practice sessions with a maximum of 5 points each) **(40 points)**

4. Formal In-Class Sessions

Students will be graded on their counseling skills in their formal, in-class sessions, and feedback they give when they are either the counselee or an audience member will be taken into account when assigned a grade **(30 points)**

****All assignments or areas on which students will be graded may reach up to a total of 100 points.**

I. Method of Evaluation

All work will be assigned points based on numeric grade earned on each graded portion of the class and the percentage that each graded portion carries of the final course grade. As per NU's new grading policy, the following numerical/letter grades will apply:

97 and above = A+	77-79 = C+
94-96 = A	74-76 = C
90-93 = A-	70-73 = C-
87-89 = B+	Below 70 = F
84-86 = B	
80-83 = B-	

J. Attendance

Attendance is considered an indicator of professional commitment and responsibility. Additionally, since this course consists of consistent participation, practice, and feedback that is crucial to all, attendance is especially critical in this class. Absences may be considered only in the instance of illness or serious personal matters, and **MUST** be okayed by the instructor ahead of time. A phone call, e-mail message, or note delivered to the instructor is required if you have to miss a class. No more than 2 absences will be permitted during the semester. Additionally, a written summary must be turned in on the chapters that were to be covered in that particular class (if it is a class with a practice

session). If it is a class with formal counseling sessions, the absence will be taken into account in your personal in-class formal session unless the absence is due to dire circumstances.

K. Student Disclosure

Any student eligible for and needing academic adjustments or accommodations due to a disability is requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and needs. The university will make reasonable accommodations for persons with documented disabilities.

L. Counseling Services

Counseling services are provided for all Niagara University students free of charge. The Office of Counseling Services is located on the lower level of Seton Hall (716) 286-8536. Counseling services are confidential.

M. Writing Center

Students are encouraged to make use of the NU Writing Center. The Writing Center is located on the first floor of Seton Hall (716) 286-8075. Spring semester hours are: Tu., Wed., and Thurs., 1:00-4:00 PM. If the Writing Center hours are not reasonable for you, it would be prudent to have a friend, relative, or someone you trust examine your papers.

N. Academic Integrity

Any student caught plagiarizing papers or cheating on exams will be subject to a grade of "F" for the assignment in question.