

**Niagara University**  
**Graduate Counseling & School Psychology programs- Summer 2006**

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***Note: Please turn off cell phones before entering classroom.***

**A. Course Number and Title:**

**EDU 654 (C5) Counseling Theories and Practice**  
**Mondays and Wednesdays, 4:00-9:00 PM, DNL 212**

**B. Catalogue Description**

This course will examine the various theoretical perspectives and techniques in the profession of counseling. While the majority of the class will be spend on studying and critiquing various therotical approaches to counseling, there will be some role-plays to practice the techniques outlined in the chapters. The class will also examine issues of socioeconomics, multiculturalism, sexual orientation, geder, etc. and how they impact the counseling mileau.

**C. Educational Philosophy:**

The educational philosophy of Niagara University's Mental health and School Counseling programs reflect a constructivist approach to education. The counseling programs also are set up in accord with the **Council for the Accreditation for Counseling and Related Educational Programs (CACREP)**. EDU 654 serves as a foundational, contextual class for students in the counseling programs. EDU 654 also serves as a requirement for graduate students in the School Psychology program. (Note: The School Psychology program adheres to standards of the **National Association of School Psychologists or NASP**).

**EDU 654 addresses the Eight CACREP Core Areas:**

- a. Professional identity: Addressed in EDU 654.
- b. Social and Cultural Diversity: Addressed in EDU 654.
- c. Human Growth and Development: Not addressed.
- d. Career Development: Not addressed in EDU 654.
- e. Helping Relationships: Addressed in EDU 654.
- f. Group Work: Not addressed in EDU 654.
- g. Assessment: Not addressed in EDU 654.

#### D. Course Objectives:

Students will be expected to:

1. Apply knowledge of major counseling theories and their associated intervention strategies during in-class discussion and on examination.
2. Recognize referral responsibilities when a client presents with a problem needing intervention outside the counselor's area of expertise.
3. Understand the diverse nuances between individual, family and group counseling and develop an awareness of diversity with relation to: gender, sexual orientation, cultural and meta-cultural impact within the counseling experience.
4. Major theoretical approaches to be covered:

Psychoanalytic Therapy

Rogerian (Person Centered) Therapy

Existential Therapy

Reality Therapy

Behavior Therapy (Cognitive Behavioral and Rational Emotive Behavioral Therapy)

Feminist Therapy

Gestalt Therapy

Family Therapy

Integrated Therapy

Cultural influences in counseling

#### D. Methods of Instruction:

Classes will include a variety of teaching strategies including large group discussion, small group discussion, role-plays, case analyses, and some lecture. Naturally, it will be expected that students will be active participants in all classes. Being "active" learners consists of reading the text, completing homework assignments and speaking up in class.

#### E. Course Outline:

<b>Date: Dates</b>	<b>Topic</b>	<b>Reading Assignment/Due</b>
June 19:	Introduction, Overview The Counselor: Person and Professional Ethical and Legal Issues	Chaps. 1, 2, 3

June 21:	Psychoanalytic Theory Existential Therapy	Chap. 4 & 6
June 26:	Person-Centered Counseling and Gestalt Therapy	Chap. 7 & 8
<b>June 28:</b>	<b>Exam 1 (100 points) Chaps. 1-8</b>	
July 3:	Behavior Therapy and Cognitive Behavior Therapy	Chaps 9 & 10
July 5:	Reality Therapy and Feminist Therapy	Chaps. 11 & 12
July 10:	Family Therapy and Integrative Therapy	Chaps. 14 & 15
<b>July 12:</b>	<b>Exam II (100 points) Chaps. 8-15</b>	

#### **Texts:**

Corey, G. (2000). *Theory and Practice of Counseling and Psychotherapy* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Corey, Gerald (1996). *Case Approach to Counseling and Psychotherapy* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

#### **Grading and Attendance:**

**Attendance** at all class meetings is mandatory and expected. **Failure to attend will result in a deduction of ten (10) points from your sum total.** This is not meant as punitive, but to teach that there are obligations and consequences when those obligations are not fulfilled. Furthermore, this class is part of three professional programs and thus serious material is covered. (After all, as counselors and psychologists you have direct impact on people's lives--- training should be rigorous)

#### **Grading Breakdown:**

Exam I = 100 points  
Exam II = 100 points  
In class participation = 25 points  
Total Possible points= 225

A+ = 225-220	B = 195-186
A = 219-212	C+ = 185-176
A- = 211-206	C = 175- 166
B+ = 205-196	C- = 165-156

Below 156=F

### **Bibliography**

Amatea, E. S. (1989). *Brief strategic intervention for school behavior problems*. San Francisco: Jossey-Bass.

Frankl, V. E. (1963). *Man's search for meaning*. New York: Pocket Books.

Glasser, W. (1998). *Choice theory: A new psychology of personal freedom*. New York: Harper-Collins.

Rogers, C. R. (1961). *On Becoming a Person*. Boston: Houghton Mifflin.

Snyder, C. R., Ingram, R. E. (2000). *Handbook of psychological change: Psychotherapy processes & practices for the 21<sup>st</sup> century*. New York: Wiley.

Talmon, M. (1990). *Single Session Therapy: Maximizing the Effect of the First (and Often Only) Therapeutic Encounter*. San Francisco: Jossey-Bass.

Woolte, R. and Dryden, W. (1996). *Handbook of Counseling Psychology*. London: SAGE Publications.

### **Focusing:**

Because counseling involves an appreciation of learning to "slow down" from our busy lives, each class will begin with a focusing technique. One week, we will begin with five minutes of silence and the next we will commence with reflective music from a variety of backgrounds. *This is not intended as a religious exercise and there is no particular agenda*. The purpose is that we "leave" our busy lives in order to prepare fully for the class material.

### **Disability Accommodations:**

Any student needing academic adjustments or accommodations due to a disability is requested to notify Diane Stoling, the Coordinator of Specialized Services. (First floor, Seton Hall, ph. 716-286-8076) Niagara University will make reasonable accommodations for persons with disabilities.

**Counseling:**

Confidential 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)