

NIAGARA UNIVERSITY
Department of Education
Spring 2007
Monday 4:20 – 7:05
DePaul 211

Dr. Kristine Augustyniak
e-mail: kma@niagara.edu

Office Telephone (716) 286-8548
Office Hours: Tuesday 1-2 pm
Wednesday 12-3 pm
Thursday 2-4 pm

A. Course Number and Title: EDU 658 Counseling Process

B. Course Description:

This course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses. The focus will be on learning the research and developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing the client(s).

C. Number of Credits:

Three (3) credit hours

D. Text:

Primary Text:

Seligman, Linda (2006). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Supporting Text:

Seligman, Linda (2004). *Diagnosis and treatment planning in counseling* (3rd ed.). Boston, MA: Kluwer Academic / Plenum Publishers

E. Learning Outcomes:

Students will be able to:

1. apply counseling theories appropriately in a real/role play counseling session.
2. use basic counseling skills in a real/role play counseling session.
3. facilitate a therapeutic counseling relationship.
4. develop treatment goals and use appropriate theoretical counseling strategies.
5. bring closure to the counseling relationship in the appropriate manner

6. develop their own personal counseling style.
7. use technology as a tool for reflective practice and professional growth.

F. Methods of Instruction:

Classes will include an instructional period and a lab portion. Teaching methods are designed to meet a variety of learning styles and will include methods such as lecture, large group discussion, discussion boards, and case analyses. The lab segment of each class will allow students to apply and rehearse skills through role plays, simulations, and small group activities. Students will also individually apply their knowledge through video-taped case presentations and written papers.

G. Class Outline and Assignments:

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1. January 22	Overview Video: Seligman	Seligman, 2006 Chp. 1-,3
2. January 29	Psychodynamic Video: Seligman Discussion Board Forum 1 Due	Chp 4,7,8
3. February 5	Adler, Jung Discussion Board Forum 2 Due	Chp. 5,6
4. February 12	Emotive Therapies Person Centered, Existential Discussion Board Forum 3 Due	Chp. 9-11
5. February 19	Emotive: Gestalt and emerging approaches Video: Narrative Therapy Discussion Board Forum 4 Due	Chp. 12, 13,
6. February 26	Cognitive: Beck Video : Meichenbaum	Chp 14, 15
7. March 5	Cognitive: REBT & Behavior Therapy Discussion Board Forum 5 Due	Chp. 16, 18, 19
(March 12	No Class – Winter Recess)	
8. March 19	Reality Therapy	Chp. 20

Video: RT w/ couples
Discussion Board Forum 6 Due

9. March 26 Solution Focused Chp. 21
Video: Solution Focused
Treatment plan overview
Discussion Board Forum 7 Due

10. April 2 Integrative/Eclectic Chp 22-24
Maximizing Treatment
Effectiveness
(April 9 No Classes - Easter recess)

11. April 16 **Video critiques, case analyses
and treatment plans due.
Student presentations begin.
Discussion Board Forum 8 Due**

12. April 23 **Student presentations
Discussion Board Forum 9 Due**

13. April 30 **Student presentations
Discussion Board Forum 10 Due**

14. May 7 **Student presentations
Group discussion of learning process.
Discussion Board closed to new
postings/responses**

Note: This is a tentative schedule which is subject to change.

H. Evaluation Process:

Lab Participation (30 points):

Students' home reading assignments are essential to the development of counseling skills and the success of the weekly classes. Classes will be structured based on the assumption that students have read the material assigned for each class. To maximize learning, it is expected that students will be active participants in all classes and will apply their knowledge and rehearse skills in class. Learning outcomes will be evaluated, in part, through this class

participation. Each class, students' participation will be assessed in the following manner:

2= demonstrates mastery of content / high level of engagement / active participation, contributes positively to the learning environment.

1 = demonstrates mastery of content to a minimal level / somewhat passive participation.

0 = mastery is not demonstrated / lacks participation (not acceptable) / absent from class.

Students assessed at a level "0" for any lab session will be permitted to demonstrate mastery of content via alternate means such as submitting a written reflection of the topic in question (minimum two typed pages, due at class immediately following absence or following the instructor's indication of inadequate performance in lab).

Achievement of a level "1" for **every** lab session (Pass) is required for completion of this course.

Discussion board (20 points)

An on-line, asynchronous discussion will be used as an interactive forum for student exploration of salient issues to professional development. Each week, the instructor will post a topic designed to elicit a non-threatening exploration of the diverse professional and personal issues students will likely address as counselors. The goal of these exercises is to help raise the students' awareness of their personal values, views of real-life experiences, and ways to approach problem solving. An important element in achieving these goals is for the students to be aware of and comfortable with their own worldview and be able to accept the worldview of others.

A unique advantage to this discussion board is that students will remain anonymous to each other. Students will participate with selected coded names. Their identities shall be known only to the instructor. Grades will be based only on consistency and depth of participation, not on response content. Students must post an original response to **all ten forums**. Additionally, they must respond to at **least five other original postings (from at least 5 forums)**. The spirit of the response "format" must foster a non-threatening exploration of issues and reflect respect for diverse professional and personal viewpoints. There are no "right" answers!

***Note: Entries are due prior to class on the date indicated within each forum. If a student wishes to use a time extension (as stipulated below), it is her/his responsibility to contact the instructor indicating when their responses has been posted. Failure to do so may result in forfeiting time extension privileges.

Video (10 points) and critique (10 points) of counseling session (Total 20 points)

Preparation of one or two video tape sessions with a partner will be required depending upon the need for feedback. Though confidentiality within the group will be emphasized it is important that students not use a real problem as the focus of this counseling session. These role plays should, however, reflect the kind of situations

students expect to encounter in future job settings, (e.g. mental health clinics, hospitals, schools, etc.). In the tape the counselor should demonstrate skill in blending techniques from at least four theoretical orientations and select these techniques based on appropriateness to the presenting problem. The video taped session will be set in the first session and should be approximately 20-30 minutes in length. The session will include an appropriate introduction (welcome the client, review ethical issues, etc.) and conclusion (review of material covered, review of homework, plan for next session, etc.) in addition to a well developed interview.

A critique discussing the counseling performance on the tape, will be submitted to the instructor as indicated by course schedule. This will include:

- a) an explanation of why and how each technique was used
- b) a discussion of the strengths of the session
- c) an analysis of areas that could have been handled more effectively

Presentation (10 points)

At the beginning of the class in which the video is presented, students will provide a typed outline for peer review stating:

1. Client age / reason for referral /
2. techniques used
3. any particular factor(s) about which the student is seeking feedback

To facilitate peer group learning, the presenter and all classmates will follow the “Outline for Semi-Structured Peer Supervision” as presented in class.

After receiving peer feedback on the video, students will include in their presentation to the class a brief overview (approximately 5 minutes) of factors outlined in items 1, 2, 3, and 5 from the integrative case analysis and intervention plan described below.

Integrative case analysis and intervention plan (20 points)

The case analysis is a follow-up to the “session” conducted on video tape. This exercise will give students the opportunity to develop this intervention to a logical conclusion.

The introduction to the case analysis will include completed intake and psychosocial history forms (to be provided in class).

The main portion of the case analysis will consist of a detailed description of the intervention plan devised by the student and the client to address the presenting problem. This will include:

1. definition of the presenting problem in all due complexity
2. articulation of client assets, areas of difficulty, and motivation to change
3. delineation and prioritization of specific objectives of the intervention
4. the theoretical orientation and techniques used to facilitate success
5. strategies to assess progress (specific, measurable, observable)

6. anticipated prognosis (and supporting rationale)
7. any anticipated ethical issues

The conclusion of the analysis will include:

8. discussion of the indicators the student would use to determine the client's readiness of terminate therapy and
9. an appropriate plan for case closure.

(Use Seligman (2004) chps. 6-7 and pp. 341-354 to assist you)

Note: The entire typed assignment should be no more than 15 pages (double spaced, 12 point print, APA format) in length, including the forms and must include at least three references.

Grades: Your grade will be calculated as a percentage of the accumulation of the highest grades achieved on each assignment. This will protect students from a test, which was too challenging for the class etc...

<u>Test or Assignment</u>	<u>Highest Score</u>	<u>Your Score</u>
Test 1	80 (Joe)	70
Test 2	85 (Sally)	80
Paper 1	100 (Joe)	90
Paper 2	100 (Sam)	90
Paper 3	90 (Pat)	80
Total	455	410

Your Total Score divided by the "Highest Score Total" = Your Grade

$$410/455 = 90\% \text{ or } A-$$

Academic Integrity: I commit myself to do everything in my power to provide a fair and stimulating learning environment. You, however, must be equally committed to this goal by resisting the temptation to use the work of others and by informing me of any compromise to fairness of the environment. Cheating is considered to be a serious offense. If cheating occurs, formal action may be taken, which may include dismissal from the class or the program.

Attendance Policy: Attendance in this course is required in order to receive a favorable grade. As expected with graduate level work, you will be in control of your attendance and your educational experience. This means you are responsible for motivating yourself to fulfill all of the requirements for successfully completing this class. I expect both myself and the students to be ready to begin at the designated time. It is distracting to me and to the students when someone enters the room after

the lecture has begun. Again, you are responsible for determining the weather conditions and planning appropriately to arrive on time. As the interactive lab experience is critical to the development of counseling skills, students absent from 3 or more classes will receive a failing (F) grade.

Time Extensions: In order to promote optimal learning and reduce stress, each student will be allotted a total of ten days non-penalized time extension for the aggregate of all class assignments. If you choose to use a time extension, it is your responsibility to notify me via e-mail when your assignment has been submitted and the cumulative number of days you have expended. Failure to do so may result in forfeiting time extension privileges. In-class presentations are not eligible for time extensions. Assignments outstanding after the exhaustion of the allotted ten days will be penalized at a rate of 10% per day. Allowances for the assignment of an “incomplete” course grade will be made in accordance with university policy.

Note:

Any student eligible for and needing academic adjustments or accommodations because of 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 special needs. The university will make reasonable accommodations for persons with documented disabilities.