

**Niagara University**  
**Department of Leadership and Counseling**  
**Spring 2006**

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Office Hours: Mon. 2:00-4:00 pm  
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**A. Course Number and Title**

EDU 658 C2- Counseling Process; Wednesdays 4:20-7:05; VN 205

**B. Number of Credits**

Three (3) credit hours

**C. Text:**

Seligman, L. (2006). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

**D. 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).

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: *Addressed in course*
8. Research and Program Evaluation: *Not addressed in course*

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

**E. 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, real plays, simulations, and small group activities. Students will also individually apply their knowledge through video-taped case presentations and written papers.

**F. Course Objectives**

Upon completion of EDU 658 the student 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.

**G. Outline of Course Content (reading assignments are done before date of discussion)**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
Jan. 18	Course Introduction Blackboard Training Overview of BETA System Overview of Counseling Relationship	Chpt. 1, 2
Jan. 25	<b>Treatment Systems Emphasizing Background and Context</b> Overview of Background and Context Psychodynamic Therapy	Chpt. 3 Chpt. 4, 7, 8
Feb. 1	<b>Treatment Systems Emphasizing Background and Context</b> Adlerian Therapy Jungian Therapy Video: Adlerian Therapy	Chpt. 5 Chpt. 6
Feb. 8	<b>Treatment Systems Emphasizing Emotions and Sensations</b> Overview of Emotions and Sensations Person-Centered Therapy Existential Therapy Video: Existential-Humanistic Therapy	Chpt. 9 Chpt. 10 Chpt. 11
Feb. 15	<b>Treatment Systems Emphasizing Emotions and Sensations</b> Gestalt Therapy Emerging Approaches Video: Gestalt Therapy	Chpt. 12 Chpt. 13

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
Feb. 22	<b>Treatment Systems Emphasizing Thoughts</b> Overview of Thoughts Cognitive Therapy	Chpt. 14 Chpt. 15
Mar. 1	<b>Treatment Systems Emphasizing Thoughts</b> REBT Emerging Approaches <b>**Go over midpoint components</b>	Chpt. 16 Chpt. 17
Mar. 8	<b>Treatment Systems Emphasizing Actions</b> Overview of Actions Behavior and Cognitive Behavior Therapy	Chpt. 18 Chpt. 19
Mar. 15	NO CLASS- Winter Break	
Mar. 22	<b>Treatment Systems Emphasizing Actions</b> Reality Therapy Solution-Focused Brief Therapy Video: Solution-Focused Therapy	Chpt. 20 Chpt. 21
Mar. 29	<b>Integrated and Eclectic Treatment Systems</b> Overview of Integrated and Eclectic Integrated and Eclectic Theories <b>Understanding Treatment Systems</b> Solidifying Understanding	Chpt. 22 Chpt. 23 Chpt. 24
Apr. 5	<b>**All student videos, critiques, and case analyses/treatment plans due</b> <b>Student Presentations of Videos and Case Analyses/Treatment Plans (4 students)</b>	
Apr. 12	<b>Student Presentations of Videos and Case Analyses/Treatment Plans (4 students)</b>	
Apr. 19	<b>Student Presentations of Videos and Case Analyses/Treatment Plans (4 students)</b>	
Apr. 26	<b>Student Presentations of Videos and Case Analyses/Treatment Plans (4 students)</b>	
May 3	<b>Student Presentations of Videos and Case Analyses/Treatment Plans (4 students)</b>	
May 10	<b>Student Presentations of Videos (If Not Finished) and Evaluation</b>	

**\*\* Note: Syllabus is subject to change**

## **H. Evaluation Process**

### 1. Lab Participation (30 points):

Students' reading assignments must be completed prior to the start of class on the day the particular readings are scheduled to be discussed. In light of the content addressed and the intensity of the course, students are expected to be active during both the instructional and lab portions of class. Thus, students' participation will be assessed during each class in the following manner:

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

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

1 = mastery is not demonstrated/ lacks participation/ absent from class

\*\*Students assessed at a level of "1" for any lab session will be permitted to demonstrate mastery of content via alternate means such as submitting a written reflection of the topic scheduled for that class period

\*\*Achievement of a level of "2" for **every** lab session is required to pass and complete this course

### 2. 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 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 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 code 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. There are no "right" answers.

### 3. Video and Critique of Counseling Session (30 points)

Students will videotape a counseling session using a student from class as the client. The videotaped session will serve as a first session and should 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 using the Microskills learned and practiced in class. Also, students must demonstrate the use of skills from at least 1 theoretical orientation from each of the 4 treatment system sections that we will discuss in class (background and context, emotions and sensations, thoughts, and actions) (30 minutes). The videotaped session, plus a critique of the session which discusses: why and how each technique was used, strengths in the session, and areas that could have been handled more effectively in

the session will be due on the same night. In addition, an integrative case analysis and intervention will be turned in that night (discussed in item 4 of the evaluation process). Each student will be assigned a class night to present his or her video and integrative case analysis and integration to the class.

4. Integrative case analysis and intervention plan (20 points)

An integrative case analysis and intervention plan will be due when the videotaped session and critique are due. The case analysis and intervention plan will begin with completed intake and psycho-social history forms (handed out in class). The main portion of the assignment will give a detailed description of the intervention plan devised by the student and the client to address the presenting problem. This main portion will include the specific objectives of the intervention, the theoretical orientation and techniques used to facilitate success, strategies to assess progress, and any anticipated ethical issues. The conclusion of the analysis will consist of a discussion of the indicators the student would use to determine the client's readiness to terminate therapy and an appropriate plan for case closure.

\*\* The entire assignment (# 3 and 4 above) should be no more than 15 pages, typed and double-spaced, including forms and title page. In addition, the paper should be written in APA style, following the 5<sup>th</sup> edition of the publication manual. **This serves as your midpoint evaluation and a passing grade is necessary to move on to Practicum and Internship.**

Final Grades will be calculated by adding up earned points from each of the items (1-4) in Section H: Evaluation Process. Then, letter grades will be assigned as followed based on the numerical total:

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-	

I. Attendance

Attendance is considered an indicator of professional commitment and responsibility. The student is expected to attend all classes. Absences are permitted only for illness or serious personal matters. Missing more than two (2) classes may affect your final grade in the course. Additionally, **chapter summaries must be turned in for any class you miss.**

J. 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.

**K. 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.

**L. 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.

**M. Academic Integrity**

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