

**NIAGARA UNIVERSITY**  
**Department of Education**  
**Spring 2006**

**A. Course Number and Title:**

EDU 658 Counseling Process

**B. Instructor:**

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**C. 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).

**D. Number of Credits:**

Three (3) credit hours

**E. Text:**

Seligman, L. (2001). Systems, Strategies and Skills of Counseling and Psychotherapy. Upper Saddle River: Prentice Hall.

**F. Learning Outcomes:**

Students will be able to:

- a. Apply counseling theories appropriately in a real/role play counseling session.
- b. Use basic counseling skills in a real/role play counseling session.
- c. Facilitate a therapeutic counseling relationship.
- d. Develop treatment goals and use appropriate theoretical counseling strategies.
- e. Bring closure to the counseling relationship in the appropriate manner
- f. Develop their own personal counseling style.

### **G. Methods of Instruction:**

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

### **H. Class Outline and Assignments:**

<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Assignment</u></b>
a. January 23	Overview	Chp. 1,2,3
b. January 30	Psychodynamic	Chp 4,7,9 Charts are due
c. February 6	Adler, Jung	Chp. 5,6 Charts are due
d. February 13	Emotive Therapies Person Centered, Existential	Chp. 10, 11, 12 Charts are due <b>Papers are due today</b>
e. February 20	Emotive: Gestalt and Emerging approaches	Chp. 13, 14 Charts are due
f. February 27	Cognitive: Beck	Chp 15, 16 Charts are due
g. March 6	Cognitive: REBT & Behavior Therapy	Chp. 17, 20 Charts are due

#### **Monday, March 13, 2006 Winter Recess Begins: No Class**

h. March 20	Reality Therapy	Chp. 21 Chart is due
i. March 27	Solution Focused	Chp. 22 Chart is due
j. April 3	Integrative/Eclectic	Chp 23,24 Chart is due

k. April 10                    **Anger Mgmt/Crisis Int.  
Presentations**

**Monday, April 17 Easter Break: No Class**

l. April 24                    **Dual Diagnosis  
Presentations**

m. May 1                    **Sexually Abused  
Children/Adol. Presentations**

n. May 8                    **Abusive Adult  
Relationships – Presentations**

**I. Evaluation Process:**

Practice Participation (Pass/Fail):

- A. 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.

**Each student will write and submit at the beginning of each class a summary chart of the topic covered each week. The chart will include the theoretical philosophy of each counseling modality, the techniques it utilizes, the life challenges it is best suited for, its strengths, and its weaknesses.**

To maximize learning, it is expected that students **attend classes regularly**, be active participants in all classes, apply their knowledge and rehearse their skills in class. Learning outcomes will be evaluated, in part, through this class participation.

In each class, the students' participation will be assessed in the following manner:

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

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

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

Students assessed at a level “C” for any practice 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).

Achievement of a level “B” for **every** practice session (Pass) is required for completion of this course. (40%)

- B. The student is expected to **write a paper** explaining his/her own counseling theory, along with its counseling techniques, the life challenges it is best suited for, its strengths, and its weaknesses .(20%)

**Due date: February 13, 2006.**

- C. Tape and Critique of Counseling Session for Presentation in Class.

Each student is required to record (tape) a counseling session. Although confidentiality within the group is emphasized, it is important that students **not** use a real problem as the focus of this counseling session. The role-play, however, should reflect the kind of situations students expect to encounter in future job settings. In the tape, the counselor should demonstrate skill in blending techniques from at least **four theoretical orientations** and select these techniques based on the appropriateness of the presenting problem. The tape should be approximately 40 minutes in length and it 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-planned interview.

**At the beginning of the class in which the tape is presented, students will turn in a typed critique discussing the counseling performance on the tape, including:**

- 1) An explanation of why and how each technique was used.**
- 2) A discussion of the strengths of the session.**
- 3) An analysis of the areas that could have been handled more effectively by stating why these areas should be handled differently and how these areas should be handled.**

As a follow-up to the session conducted on the tape, the student is expected to write up a case analysis. The analysis will include a completed Initial Intake and Psychosocial History (please see pp. 24-49 in the Niagara University Mental Health Counseling Practicum and Internship Handbook).

The main part 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 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 include 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. (20%)

#### D Research of Therapeutic Focus Area (20%)

Students will select a topic from the following list:

- Anger management
- Crisis intervention
- Dual diagnosis (addictions and mental health issues)
- Dual diagnosis (developmental disabilities and mental health issues)
- Therapy for children/adolescents who have been sexually abused
- Adults in abusive relationships

Students will conduct a review of literature of salient therapeutic issues within the topic area. The manuscript must include a minimum of ten references.

Students will present an overview of their research to classmates and provide a brief handout highlighting main points and some valuable references. The presentations should focus on describing clearly the literature and the therapeutic approaches and also on stimulating discussion/participation by class members.