Course Description

This three-credit course explores the basic counseling process, including developing active listening skills, building rapport and facilitating client awareness. The 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.

Course Objectives

- To understand the historical background of the counseling professions
- To understand the importance of diversity in the counseling process
- To understand the complexities of the process by which individuals change
- To identify key aspects of healthy relationships
- To plan effective intervention strategies for individuals from a diverse range of lifestyles
- To evaluate the impact of a counselor's values in dealing with clients
- To understand and experience the process of creative expression and its relationship to counselor effectiveness
- To identify strategies for dealing with unmotivated clients
- To utilize screenwriting techniques to create realistic role plays
- To identify similarities and differences among major counseling theories
- To compare and contrast the settings in which a professional counselor practices
- To further develop counseling skills that are consistent with one's own personal theory of counseling and view of the world
- To understand and prepare to address ethical, professional, and legal issues related to providing counseling within schools and agencies
• To introduce counselors to a variety of resources available for the development and implementation of counseling strategies
• To acquire skills in leading nonverbal and verbal warm-up activities for use with small groups or individuals
• To assist each in his/her own personal journey in developing a personal theory of counseling
• To become knowledgeable about current research in the field of counseling
• To demonstrate personal counseling skills

Methods of Teaching

This course is framed within a constructive 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, reflection and social interaction. Instructional methods will include class and small group discussions, individual and cooperative activities, internet and library searches and the production and analysis of videos between students and actors posing as clients.

Required Texts


Various assigned readings to be assigned throughout the semester.

**Each student must provide a DVD, which will be used to record student's growth in acquiring counseling skills. A release form will be signed regarding these video productions.**

Course Attendance and Participation

Your presence at each class meeting is expected and essential. You will be allowed one absence. Please notify the instructor if you expect to be absent from class. One additional absence for professional reasons will be excused with the completion of an additional written assignment. Any additional absences will adversely affect your final grade because active participation in all class activities is an essential aspect to your achieving the required knowledge, skills and attitudes.
Grading and Assignments

A letter grade will be determined by the instructor based upon overall performance in class activities, written assignments and test.

APA writing style (5th edition) will be expected as the standard for all writing assignments. Late papers will be lowered by 5% for each day late.

Course grades will be based on the successful completion of the following:

- Attendance/Participation (1 point each class) (15%)
- Case Conceptualization and counselor role play (15%)
- Analysis of the counseling process in a movie (15%)
- Exam (20%)
- Research paper (20%)
- Growth in counseling skills (using DVD) (15%)

Final Grades will be determined according to the following:

- 98-100 = A+
- 93-97  = A
- 90-92  = A-
- 88-89  = B+
- 83-87  = B
- 80-82  = B-
- 78-79  = C+
- 73-77  = C
- 70-72  = C-

Reasonable Accommodation

If you have a diagnosed disability (physical, learning or psychological), which makes it difficult for you to carry out the course work as outlined, or requires accommodations such as note takers, readers, or extended time on exams and/or assignments, then you must inform the instructor during the first two weeks of the course in order to make arrangements for reasonable accommodations (as per Office of Disability Services, Niagara University). Students also need to notify the Coordinator of Specialized Services located in Seton Hall of the particular situation and needs.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Aug. 30</td>
<td>Introductions, Syllabus, Assignments, Ice breakers, True Colors Activity, Self-assessment: Attitudes and beliefs about helping relationships, Masks activity</td>
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<tr>
<td>Sept. 6</td>
<td>Initiating the counseling process</td>
<td>Brems Ch. 3</td>
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<td>Ethical and legal issues facing counselors, counselor self exploration,</td>
<td>Corey Ch. 3 &amp; 9</td>
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<td>Sept. 13</td>
<td>Characteristics of competent counselors, Stages in the helping process,</td>
<td>Brems Ch. 1</td>
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<td>Role playing with partner (STAGE 1)</td>
<td>Corey Ch. 5</td>
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<td>Video-taping practice</td>
<td>Meier Ch. 1-3</td>
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<td>Case Conceptualization</td>
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<td>Sept. 20</td>
<td>Attending Skills: Nonverbal Communication and listening, Systematic Inquiry, Practice basic skills with actors</td>
<td>Brems Ch. 4 &amp; 5</td>
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<td>Meier Ch. 4-6</td>
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<tr>
<td>Sept. 27</td>
<td>Role playing (STAGE 2) with partner Transference/Countertransference,</td>
<td>Brems Ch. 6 &amp; 7</td>
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<td>Response types, Empathy, Dealing with difficult clients</td>
<td>Corey Ch. 6</td>
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<td>Oct. 4</td>
<td>Cognitive strategies and interventions, Psychoeducation, Repetitive themes, Confrontation, Clarifying questions</td>
<td>Brems Ch. 8 &amp; 9</td>
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<td>Practice skills with actors</td>
<td>Research paper</td>
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<td>Activity</td>
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<td>Oct. 11</td>
<td><strong>COLUMBUS DAY HOLIDAY</strong></td>
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| Oct. 18 | (STAGE 3) with partner  
Analysis of the counseling process  
in a movie                     |
| Oct. 25 | Dealing with client affect, Breathing & bodily experience exercises  
**Practice skills with actors**  
Analysis of the counseling process  
in a movie due  
Brems Ch. 10 & 11 |
| Nov. 1  | Values and cultural diversity  
Values Clarification, Cultural  
Awareness, Self awareness,  
(STAGE 4) with partner  
Brems Ch. 2  
Corey Ch. 7 & 8 |
| Nov. 8  | Strategies to help clients  
explore feelings  
**Practice with actors**  
Brems Ch. 12 |
| Nov. 15 | **TEST**  
**TEST**  
**TEST** |
| Nov. 22 | Return tests  
(STAGE 5) with partner |
| Nov. 29 | Understanding special populations  
**Practice with actors**  
Course evaluations  
Corey Ch. 12 |
| Dec. 6  | Stress Management,  
Time Management  
**CONCLUSIONS**  
Corey Ch. 15 |