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:

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:**

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<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<td>1. January 19</td>
<td>Overview</td>
<td>Chp. 1,2,3</td>
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<td>Video: Seligman</td>
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<td>2. January 26</td>
<td>Psychodynamic</td>
<td>Chp 4,7,9</td>
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<td>Video: Seligman</td>
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<td>3. February 2</td>
<td>Adler, Jung</td>
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<td>4. February 9</td>
<td>Emotive Therapies</td>
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<td>Person Centered, Existential</td>
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<td>5. February 16</td>
<td>Emotive: Gestalt and emerging approaches</td>
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<td>6. February 23</td>
<td>Cognitive: Beck</td>
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<td>7. March 2</td>
<td>Cognitive: REBT &amp; Behavior Therapy</td>
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<td>8. March 9</td>
<td>Reality Therapy</td>
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<td>9. March 16</td>
<td>Integrative/Eclectic</td>
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**SPRING BREAK MARCH 23**

10. March 30  | Maximizing Treatment Effectiveness         | Chp. 25,26                  |

11. April 6  | **Video critiques, case analyses and treatment plans due.** | |

12. April 13 | Student presentations                      | |

13. April 20 | Student presentations                      | |

14. April 27 | Student presentations                      | |
H. Evaluation Process:

**Lab Participation (20 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 = mastery is not demonstrated / somewhat passive participation / absent from class.

**Individual Exercises from textbook (10 points)**
A minimum of five individual exercises selected by each student are to be completed prior to May 4 via blackboard. You should keep these responses in a journal or notebook for future review in order to see how your thoughts and perceptions change over time. The student responses will not be read by anyone except the instructor and they will not be discussed in class unless the writer would like to have feedback from classmates.

**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. Grades will be based only on consistency and depth of participation, not on response content. There are no “right” answers! You must respond to at least one person in class for each assignment.

**Video and critique of counseling session (20 points)**
Preparation of one or two video tape sessions with an acting student will be required depending upon the need for feedback. These role plays should reflect the kind of situations students expect to encounter in future job settings, (e.g. mental health clinics, hospitals, schools, etc.). In the tape(s) 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 (following an intake interview) and should be approximately 30-40 minutes in length. The session will include an appropriate introduction (welcome the client, review ethical issues, etc.) and conclusion (review of material covered, plan for next session, etc.) in addition to a well developed interview.

A critique discussing the counseling performance on the tape, will be submitted as (Part 1) of this assignment and will be graded according to the attached mid-point evaluation rubric. This section 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

**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 main portion of the case analysis (Part 2) will consist of a detailed description of the intervention plan devised by the student and the client to address the presenting problem. This section will be scored according to the attached mid-point evaluation rubric. This will include:

1. the specific objectives of the intervention
2. the theoretical orientation and techniques used to facilitate success
3. strategies to assess progress (specific, measurable, observable)
4. any anticipated ethical issues

The conclusion of the analysis will include:

5. discussion of the indicators the student would use to determine the client’s readiness to terminate therapy and
6. an appropriate plan for case closure.

**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

After receiving peer feedback on the video, students will include in their presentation to the class a brief overview (approximately 10 minutes) of factors outlined in items 1, 3, and 5.

Note: The entire typed assignment should be approximately 15 pages (double spaced, 12 point font) in length, including the intake and psychosocial history forms. Use at least three references and APA format with abstract.
Final Grades will be determined according to the following:

- 97-100 = A+
- 90-96 = A
- 87-89 = B+
- 80-86 = B
- 77-79 = C+
- 70-76 = C

I. Academic Integrity:
The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principle violations of academic honesty are cheating and plagiarism.

*Cheating* includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission.

*Plagiarism* is the presentation of ideas, words, and opinions of someone else as one’s own work. Paraphrased material, even if rendered in the student’s own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University’s policy on cheating, plagiarism, procedures and penalties.

J. Students with Disabilities:
Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

K. Attendance Policy:
Your presence at each class is expected and essential. You will be allowed one absence. Please notify the instructor if you expect to be absent from class. Any additional absences 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 and skills.