

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Terry

DEPARTMENT: Human Services

COURSE: HMS 122 Theories of Counseling

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: ENG 121, HMS 121, RDG 120, PSY 121

CO-REQUISITES: None

COURSE HOURS and CREDITS:3:0:3

COURSE DESCRIPTION:

This course is an overview of basic counseling theories and techniques in terms of the client-worker relationship.

TEXT: Kottler, Jeffrey A., Theories in Counseling and Therapy. Boston: Allyn and Bacon

MATERIALS: None

METHOD of INSTRUCTION: Campus classroom , On-line

MANUALS: None

DISCLAIMER: Students taking the course on-line will need computer access, e-mail account, and word processing skills.

CORE CURRICULUM AND TECHNOLOGY PROGRAM COMPETENCIES

CORE CURRICULUM COMPETENCIES (CCC)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Identify and evaluate useful and pertinent information sources and systems and how they are structured.
6. Use computer technology appropriate to the field.
7. Perform mathematical operations appropriate to the technology.
8. Explain the sociological, psychological, political or economic factors that influence social behavior.
9. Apply scientific principle in the technology area.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework.

HUMAN SERVICES TECHNOLOGY PROGRAM GRADUATE COMPETENCIES (PGC) 2-2004

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Human Services agencies.
2. Interact ethically and professionally within the Human Services field.
3. Apply information to identify client's strengths, weaknesses, and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Human Services principles and practices.
5. Establish effective working relationships within the Human Services arena.
6. Apply basic management and leadership skills in Human Services environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Human Services outcomes and make adjustments accordingly.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:(CCPO)

Pertaining to Psychoanalytic, Adlerian, Existential, Person-Centered, Gestalt, Reality, Cognitive, Behavior, and Family Systems Therapy, the student will be able to:

1. Describe characteristics of an effective counselor which are held true by all the theories. (PGC 2, 4 and CCC 2, 4).
2. Explain general counseling practice issues and guidelines related to the counselor behaving ethically, managing values, using power, handling self-disclosure (PGC 2, 4, 5, 6 and CCC 1, 2).
3. Explain the theories' basic assumptions about human nature, goals, key concepts, roles of the client and counselor, nature of the therapeutic relationship, and major techniques and procedures, advantages and disadvantages. (PGC 3, 4 and CCC 2, 4, 8).
4. Compare and contrast the theories' dimensions (noted in objective 3). (PGC 3, 4 and CCC 2)
5. Combine complementary elements from different theories in preparation for application to the practice of helping. (PGC 3, 4 and CCC 2, 4, 8)
6. Formulate a personal philosophy of counseling. (PGC 1,3, 4. 6 and CCC 2, 4, 8)

MEASURABLE PERFORMANCE OBJECTIVES:(MPO)

The student will be able to:

1. Describe characteristics of an effective counselor, which are held true by all the theories.
 - 1.1 Identify and list characteristics of effective counselors .*
 - 1.2 Explain the importance of each characteristic in 1.1 to effective counseling across theoretical approaches.*
2. Explain general counseling practice issues and guidelines related to the counselor behaving ethically, managing values, using power, handling self-disclosure, therapeutically responding to client behavior, and preventing burnout.
 - 2.1 Secure a Code of Ethics that is associated with a relevant professional organization (ACA, APA, NASW, NOHSE, NAADAC).*
 - 2.2 Locate and identify the specific sections of the Code of Ethics from 2.1 that refer to values, power, self-disclosure, confidentiality, dual relationships, informed consent, and counselor impairment.*
 - 2.3 For each of the codes identified in 2.2, explain its importance within diverse counselor/client relationships.*

3. Explain the theories' basic assumptions about human nature, goals, key concepts, roles of the client and counselor, nature of the therapeutic relationship, and major techniques and procedures, advantages and disadvantages.
 - 3.1 *Using acceptable English and grammar, write a brief statement about each theory's view of human nature.*
 - 3.2 *State each theory's key concepts and explain how they address the corresponding view of human nature in 3.1.*
 - 3.3 *List specific goals of each theory that could be used to fulfill the key concepts in 3.2.*
 - 3.3 *State how each theory applies the goals in 3.3 through the use of specific techniques and procedures.*
 - 3.4 *For each theory, describe the therapeutic relationship between client and counselor.*
 - 3.5 *Explain the role of the counselor within each of the theoretical approaches.*
 - 3.6 *Explain what is expected of the client within each of the theoretical approaches.*
 - 3.7 *State the advantages and disadvantages of each theoretical approach.*
4. Compare and contrast the theories' dimensions (noted in objective 3).
 - 4.1 *For each theory, construct a chart that lists and describes the key concepts, goals, and roles of counselor, roles of client, techniques/procedures, advantages and disadvantages.*
 - 4.2 *Recognize and identify each theory's dimensions as identified in 4.1.*
 - 4.3 *Given individual case studies, for each theory analyze and apply the key concepts, goals, appropriate techniques and procedures, and the relationship, roles, and responsibilities of the counselor and client.*
 - 4.4 *Distinguish between the theoretical approaches that emphasize cognitive, affective, and behavioral dimensions.*
 - 4.5 *For each theory, judge if the role of the counselor is primarily didactic, directive, nondirective, and/or inter-relational.*
5. Combine complementary elements from different theories in preparation for application to the practice of helping.
 - 5.1 *Analyze the elements of each of the theories in terms of complementary approaches to counseling.*
 - 5.2 *Based upon your conclusions in 5.1, organize the theories in complementary groupings.*
 - 5.3 *Given a specific theoretical approach, identify elements of complementary approaches that could be integrated into the specified approach.*
 - 5.4 *Explain the rationale for integrating the elements that have been identified in 5.3*
 - 5.5 *From one case study in 4.3, use correct rationale to revise your application by integrating complementary elements from another theory/theories into your original approach.*

6. Formulate a personal philosophy of counseling.

6.1 Using acceptable English and grammar, compose a written philosophical document

that reflects your personal beliefs about the nature of human behavior, the basic tenets of human needs, and the principles and approaches of counseling that you believe to most effectively address such behavior and needs. Include your beliefs about the counselor-client relationship, personal strengths and characteristics you bring to such a relationship, and ethical guidelines that you consider important to adhere to within such a relationship.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% proficiency level. The final course grade will be derived from:

Examinations

60%

(MPO 1-5)

There will be three examinations in the course that will average to 60% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of our return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Projects:

Charts of Theories (MPO 3-4)

10%

For each theory covered in the course, you will construct a chart that lists and describes key concepts, goals, roles of counselor and client, techniques or procedures, advantages and disadvantages. Your instructor may provide additional information about formatting. This chart must always be current and is subject to be turned in to the instructor at any time.

Case Studies (MPO 4.3)

15%

Given individual case studies for each theory, you will analyze and apply the key concepts, goals, appropriated techniques and procedures, and the relationship, roles, and responsibilities of both counselor and client. The case studies must be typed and double-spaced. Your instructor may provide additional information about formatting.

Philosophy of Counseling (MPO 6).

10%

You will compose a written philosophical document that reflects your personal beliefs about the nature of human behavior, the basic tenets of human needs, and the principles and approaches of counseling that you believe to most effectively address such behavior and

needs. Include your beliefs about the therapeutic relationship, personal strengths and characteristics that you bring to such a relationship, and ethical guidelines that you consider important to adhere to within such a relationship. You must use acceptable English and grammar. The paper will be typed, double-spaced, and a minimum of 5 pages. You are expected to use APA format.

Professional Portfolio

5%

Following the guidelines of the instructor, you will create a professional portfolio. This must include but not be limited to a three-ring binder that contains section markers for items to be included in the portfolio. A section title "CAPSTONE Projects" must be included. The CAPSTONE project for this class must be included in this section. Materials for other sections of the portfolio will be entered as required by your instructor. The progress of your portfolio will be checked in each HMS, DAC, and GER class throughout your program of study.

Capstone Project:

- Case Studies
- Philosophy of Counseling

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.