San Jose State University
Counselor Education Department
EDCO 288 – Seminar: Counseling Theory and Practice (Sections 01, 85, 86, 89, 90)
Spring 2014
Davidson-Cathey (408) 924-3633
Peggy.davidson-cathey@sjsu.edu (Best contact)
Class Meets: Tuesday (7:00 PM-9:45PM) IRC, Room 306
Office Hours: Thursday/Friday 2:00PM to 3:45PM or by appointment

College Mission:

The mission of the Department of Counselor Education is to prepare guidance and counselor candidates who will promote equality and excellence for all students in an increasingly diverse and technologically complex global community.

Department of Counselor Education PPSC Program Mission:

The mission of the school of counseling credential program at the Department of Counselor Education is to prepare school counselors, child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

Course Description

This course is designed to assist students understanding and practice in the clarification of philosophical and psychological theory, to develop a consistent individual and group counseling theory in relation to a defined lifestyle and the study the practice counseling in school and agency settings.

1. Academic Integrity Statement:

“Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct & Ethical Development. The policy on academic integrity can be found at: http://www.sjsu.edu/senate/S07-2.pdf.”

While statements and policies about academic integrity are important elements of any university’s teaching and learning practices, for our purposes these are situated within a broader discussion about ethics. The development of one’s professional practice, and the professional community more generally requires a living conversation and ongoing reflection about what constitutes good and ethical behavior and judgment. Additional resources for consideration include:

ACA Ethics Site:

2. **Campus policy in compliance with the Americans with Disabilities Act:**

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.” See http://www.sjsu.edu/senate/S97-10.pdf. It is not only my duty, but also my pleasure to assist.

Changes in Content- Students will participate in deciding course content, and the professor will make changes to support student learning and engagement, giving as much notice as possible. Guest speakers and alternative meeting locations (e.g. library, campus event) will be part of the course experience.

3. **Academic Senate Policy:** “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Course requirements, e.g. papers, projects, exams, quizzes, homework, laboratory work, fieldwork, participation, etc.

**Required Textbook**


**Course Description:**
Classes will consist of lectures, demonstrations, discussions, video presentations as well as small group work and presentations. Lectures will highlight and reinforce concepts presented in the syllabus for the week. To expose students to a broader understanding of the theories, principles and skills involved in the dynamics of behavior and development, students will practice strategies and techniques of the counseling process. Students will build their skills around the underlying assumptions about ways of being with people that inform, guide and provide meaning to these strategies.
and techniques. Students will learn to develop a counseling relationship with the client. They will work together with the client over the change process. Students will use the client’s knowledge, perspectives and experience to inform what might facilitate positive change. Through the process of collaboration, students will negotiate a plan with the client that also supports the client’s own goals and ideas about change. Students will become more knowledgeable and less ambivalent about the collaborative partnership and strong working alliance between the counselor and the client because this relationship contributes significantly to a successful outcome.

Students will be responsible for the assigned readings from the textbook and in the materials given in lectures and presentations. All questions regarding reading materials should also be addressed in class so that all may benefit from the inquiry. This class is designed so that the participation of all class members enhances and facilitates learning; therefore class participation is essential to the integrative learning of all class members; therefore, a lack of desire or willingness to speak up in class will impact both your and others’ learning. Should a student consistently refuse to participate verbally in class, this tendency will be pointed out the student. If the student does not apply due diligence to correct this shortcoming, his/her point sum will be lowered by ten(10) points/warning.

Email: Peggyjocathey@att.net
All students are required to have an electronic email address. You may email the instructor at anytime on a 24-hour basis and expect a response to your email generally within a 24-hour period during the week. Students, in the past, have found this aspect of the course to be very helpful in getting immediate answers to your questions throughout the academic year.

Laptops/Electronic Devices
Please be respectful of your instructor and classmates when using electronic devices. Following lectures and during group activities all laptops are to remain closed. You will be expected to engage fully with your fellow students in group discussions, activities and role plays. NO ELECTRONIC DEVICES WILL BE PERMITTED DURING THE EXAM.

Course Objectives:

1) Expand students’ understanding of their personal theoretical base for counseling.
2) Develop increased proficiency at learning and using counseling micro-skills
3) Explore effective interventions styles that are consistent with students’ theoretical bases
4) Increase students’ awareness and use of their signature skills.
5) Examine and clarify how specific skills translate for use within school and agency settings

To fulfill the general competencies stated within the Standards of Quality Effectiveness for Pupil Personnel Services Credentials developed by the State of California, Commission on Teacher Credentialing. The Standards covered in this course are:

- To provide students with knowledge of and skill in applying research based counseling theory to particular problems and populations through individual or small group counseling, such as problem solving, anger management, suicide prevention and intervention, stress reduction, eating disorders, depression, divorced parents, grief and loss.
• To provide students with knowledge of typical and atypical growth and development, including relevant theories, research, and other information related to pupil’ strengths and weaknesses that affect learning in school, community and family environments.
• To develop assessment, self-evaluation, and critical thinking skills.
• To develop an awareness of students’ own values, beliefs, and cultural history and understand how these support and hinder attempts to work professionally with others.
• To encourage students’ integration of theoretical and experiential learning in order to form a personal model of the counseling process.
• To support the learning environment of the class and help facilitate the development of classmates' self study of theory and skills acquisition.

**CA Pupil Personnel Services Credential Standards**

**Primary Learning**

Standard 2: Growth and Development
Standard 11 Learning Theory and Educational Psychology
Standard 11 Learning Theory and Educational Psychology
Standard 25 Individual Counseling

**Secondary Learning**

Standard 3 Socio-Cultural Competence
Standard 4 Assessment
Standard 6 Professional Ethics and Legal Mandates
Standard 8 Self-esteem and Personal and Social Responsibility
Standard 17 Foundations of the School Counseling Profession
Standard 32 Determination of Candidate Competence
Standard 8 Determination of Candidate Competence

**GRADING PROCEDURE:**

This course is graded on an ‘A’, through “F” basis. To attain a given grade level a student must earn an appropriate point level for that grade. Presented below are the point and grade correlations and a Rubric of the tasks required. (Copy of Grading Rubric will be provided to all students)

**FINAL GRADE AND POINT EQUIVALENCY**

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**DISCUSSION OF TASK REQUIREMENTS**

**Participation in Small Learning Group:** Portions of classes will be spent in small groups practicing the application of theories and skill development based on the assigned reading for the week and the lecture/presentation.

**Presentation:** Students will sign up for a group presentation covering a counseling topic. Students will sign up for a specific theory or application to present. All topics will be approved by the instructor. The rotation of the presentation dates will be determined at the discretion of the instructor after students have examined the proposed topics. This determination is to assure that a sense of continuity and appropriateness accompanies each learning segment.
Interview With a Professional Counselor:
The objective of this exercise is to give the student/interviewer some real life exposure to specific areas of expertise real time understanding of the populations that are serviced by specific professionals. To fulfill this requirement, choose a counselor/clinician currently employed in an area of expertise you may want to specialize in (e.g. career, clinical counselor, drug and alcohol addiction treatment, student services, financial aid, correctional counseling, etc.) and ask to interview that individual. Allow your curiosity to lead your line of questioning. To assist you, here are some questions you might consider:

1) What are the benefits and disadvantages of this career field?
2) What theoretical orientation do you follow on a day-to-day basis?
3) What is the amount and the type of training necessary for functioning well in this position?
4) What strengths have proved most useful in performing the duties of this profession?
5) What additional advice would you give for someone contemplating entering this field?
6) Also consider asking logistical questions, such as: pay scale, hours, availability of positions, availability of resources or contacts that might be useful to follow up on.

After you have interviewed your chosen professional, type up a one-page summary including only those items that truly amazed you or that increased your awareness substantially. If none of these things happened, ask yourself why you didn’t dig further to increase your own learning.

Position Paper: Take a position on a topic related to the field of clinical counseling and argue your opinion.

Daily Class Journal: After each class, journal entries are to be made answering the following questions:
1) What did you learn today that you didn’t know previously?
2) What would you like to know more about that interested you today?
3) What do you see as your specific strengths/weaknesses in the area specifically covered today?

All work required for a grade selection must be turned in on the date assigned. Materials that are received after the assigned date will not be accepted as fulfilling the course requirements and no credit will apply for the assignment that was turned in after the assigned date. No exceptions will be granted.

Weekly Schedule and Assignments

January 28:    Introductions, logistics, syllabus, clarification of expectations of students and Instructor

February 4:    Chapter (TI)
Therapeutic Interviewing, Therapeutic Relationships, and the Interview
Chapter 1 (DYTOCP)
Why Theoretical Orientation Is Important
Group activity

February 11:   Chapter 2 (TI)
The Therapy Client: Motivation and Understanding of Therapy
Chapter 2 (DYTOCP)
Incorporating Theory into Practice
Group activity
February 18: Chapter 3 (TI)
The Therapeutic Interviewer: Motivation and Impact of Being a Therapist
Chapter 3 (DYTOCP)
Top 10 Ways of Finding Your Theoretical Orientation

February 25: Chapter 4 (TI)
Beginning Conversational Skills: Use of Language for Joining and Maintaining an Interview
Chapter 4 (DYTOCP)
Six Schools of Thought and Their Theories of Helping

March 04: Chapter 5 (TI)
Reflecting Skills: Exploring Content, Feelings, and Meanings of the Client’s Story
Chapter 5(DYTOCP)
Case Examples for Integrating Theory into Practice

March 11: Chapter 6 (TI)
Questions and Goal-Setting Skills: Asking Purposeful Questions and Developing Collaborative Therapeutic Goals

March 18: Chapter 7 (TI)
Ending in Therapy: Summarizing, Ending Sessions and Termination

March 25: SPRING RECESS

April 01: Chapter 8 (TI)
Pitfalls of Therapy: How to Avoid Being Ineffective

April 08: First Day of Student Presentations
INTERVIEW WITH A PROFESSIONAL COUNSELOR paper due
1. Strength-Based Interviewing: Interviewing for Client Resources and Solutions
2. Therapeutic Assessment Interviewing: Intake Interviewing, Mental Status Exams, and Crisis Counseling

April 15: MIDTERM EXAM

April 22: Presentation
1. Cross-Cultural Interviewing: Working with Diverse Clients
2. Therapeutic Interviewing with Children

April 29: Presentation
1. Therapeutic Interviewing with Couples and Families
2. Therapeutic Interviewing with Groups

May 06: Presentation
1. Office-Based Therapy: Interviewing in the Therapist’s Domain
2. Home-Based Therapy: Interviewing in the Client’s Domain
POSITIONS PAPER DUE
May 13: Presentation
   1. Therapeutic interviewing in Alternative Settings: Schools, Residential and Inpatient
      Inpatient Facilities, and Online Counseling
   2. Open topic must be approved
DAILY CLASS JOURNALS DUE

**Syllabus subject to change with fair notice.**