

San Jose State University
Counselor Education Department
EDCO 215 - **Introduction to Counseling & Guidance**
Fall 2007
Davidson-Cathey – Sweeney Hall 417 – (408) 924-3363
Office Hours: Mon 5-7:00 pm. or by appointment
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MISSION STATEMENT:

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.

COURSE DESCRIPTION:

Introduction to Counseling and Guidance is a graduate course that focuses on the basic theories and skills that are fundamental to the profession of Counseling. The course will attempt to introduce theories, concepts, and competencies of the counseling profession. This course will also address a variety of counseling approaches.

METHOD OF INSTRUCTION:

The course will include lectures, discussions, activities and group work. Small group discussions and group presentations will also be important components of the course. Each student will be responsible for his or her part in a group presentation.

COURSE OBJECTIVES:

- Demonstrate knowledge of the role and function of the helping relationship including individual, group, academic, and career methods in a variety of settings.
- Demonstrate knowledge of the similarities and differences between the various helping professions and settings.
- Demonstrate an understanding of the historical origins, current status, and future directions of the counseling and guidance fields.
- Demonstrate an understanding of the impact that gender, class, race, ethnicity, age, sexual preference, and other cultural identities may have on the counseling relationship and outcome.
- Demonstrate an understanding of professional organizations, publications and journals, and research literature.
- Demonstrate knowledge of the professional writing and referencing style of the American Psychological Association (APA, 5th edition).

REQUIRED TEXT:

Nystul, Michael S., (2006). *Introduction to Counseling, an Art and Science Perspective*, Third addition. Allyn and Bacon. (Second edition different but acceptable).

Strongly Recommended Text:

Publication Manual of the American Psychological Association (5th Edition). (2001).
Washington DC: American Psychological Association.

COURSE REQUIREMENTS

1. Attend and participate in every class and turn in assignments on time
2. Complete assigned readings before the class
3. Group Presentation on one chapter of Nystul book
4. Complete Paper (Proposed Intervention Project - APA style)
5. Complete family Genogram covering two themes for informal presentation to your classmates (cover themes and discuss only items you are comfortable sharing).
6. Journal writing

GRADING PROCEDURE:

This course will be graded on an A, B, or C basis. Failure to attend regularly, complete and turn in assignments, and/or participate in team presentations, however, may result in a failing grade. All activities will be graded according to the following weights:

1. Group Presentation	40 pts
2. Paper	50 pts
3. Genogram	20 pts
4. Journals	<u>40 pts</u>

150 pts possible

Grading Scale

140-150 pts	A
130-140 pts	A-
120-130 pts	B+
110-120 pts	B
100-110 pts	B-
90-100 pts	C+
80-90 pts	C
70-80 pts	C-

1. Attendance Policy:

Class attendance and participation is *very* important. Absences will be reflected in your grade. (More than two absences will require an additional paper and a lower grade). Leaving at the break will be reflected as an absence. Please do not come late to class as it disrupts class discussion, especially for televised courses. Class will go the entire time. *Please plan on staying until 9:45pm every Monday.*

2. Group Presentation:

Students will sign up to present a chapter from the Nystul book to the class. The primary purpose of this assignment is for you to work together, master the material, and present your chapter to the class in a concise and creative manner. Please assume your classmates have read the chapter and are relatively familiar with the theory. *Your job is not to “lecture the theory from the book”, but rather to explain and apply the theory, making it come alive to the class.* Presentations must be a minimum of **45** minutes but no more than 90 minutes in duration. (Presentations exceeding time limit will be marked down). It is highly recommended that you use a variety of mediums (ex: video excerpts, role-playing, group activities, handouts) when presenting your chapter. Please have an outline for each student. Try to make your presentation as interactive as possible, involving your classmates in activities and discussions. All group members are expected to be involved; however, you will be graded individually.

3. Proposed Intervention Project (Paper):

The primary purpose of this project will be for you to research and create an intervention proposal using at least one theory of counseling. This type of project will be similar in structure to your final Thesis project, although it will be much less involved due to the obvious time limitations and scope of this class. I would like you to consider an area of interest within the field of counseling and/or education and develop the following: (put these sections in) An abstract,

- A. **Statement of the Problem:** What is the problem, issue, or subject you wish to address?
- B. **Statement of Significance:** Why is this issue important to address? What would be the importance of your proposed intervention?
- C. **A Literature Review:** This is a brief summary (4-7 pages) of the existing research on the subject you wish to address. In other words, summarize how previous research has attempted to address this problem. Be sure to use APA style in citing any/all research in your paper. (You may use sources from the Nystul text).
- D. **Intervention:** Develop an intervention that will address the problem that you have identified (ex: a three day/three hour workshop for 8th graders on sexual harassment prevention/education).

You will want to include demographic information regarding the population you're interested in working with. You will need to describe the intervention in some detail and include information on how you would measure the effectiveness of your intervention (ex: pre-post testing).

You will need eight to ten references on the topic. At least three should be from a research-based journal (ex: Journal of Counseling and Development). *You are expected to use at least one Theory of Counseling either in the Literature Review or to support your Intervention.*

E. **Discussion Section:** This is the conclusion of your paper where you will discuss the type of results that you might expect, potential problems with the intervention (called limitations), and how your intervention would generalize in helping society at large. This is where “you” and your opinions come through (not in the other sections!).

Please use the Publication Manual of the American Psychological Association (5th edition) as your reference guide for completing this paper. All papers must be typed, double-spaced, and must follow APA style (including an abstract and the above mentioned sections) in order to receive full consideration. 15-20 pages.

You will not have to formally present your Proposed Intervention Project to the class, although I may have you briefly discuss your topic in class (3-5 minutes).

4. Genogram Development:

This assignment is one in which you create a Genogram that focuses on three themes in your family of origin including your extended family (going back to your grandparents). There are a number of possible themes that you may use. Some students select education, religion, occupations, cultural backgrounds, physical health, mental health, alcoholism, divorce, etc. Your Genogram should reflect information you are comfortable presenting to your colleagues in class.

5. Journals:

Your journal can be of any length and any combination of class notes and *reactions to theories*, lectures, discussions, and activities. Creativity is encouraged (ex: pictures, poems, etc). There is no right or wrong way of doing a journal. You will not be graded on content, only on completion of journals. Only the instructor will read them and they will be available for pick up in the EDCO office during the summer break.

WEEKLY SCHEDULE

August 27

Introductions, go over syllabus, sign up for group presentation

September 3

Labor Day Holiday. **No class.**

September 10

Lecture/Discussion: Chapter 1: Overview of Counseling

Assignment: Read Chapters 1 and 2

September 17

Lecture/Discussion: Continue Overview of Counseling

Lecture/Discussion: The Counseling Process

Continued discussion of Chapter 1
 Lecture/Discussion; Chapter 2
 Discussion: Last week's writing assignment
 Assign groups – Role Play
 Briefly discuss Genogram handout

September 24

Lecture/Discussion: Chapter 4: Assessment and Diagnosis
 Discussion: Genogram process – bring ideas to class
 Speaker: Dr. Xialou Hu

October 1

Lecture/Discussion: Chapter 5: Counseling Research and Evaluation
Discussions- Intervention Paper – Approval of topics

October 8

Lecture/Discussion: Chapter 7: Classic Theories (Freud, Adler, and Jung)
Video: Freud & Jung
 Intervening & the counseling process
 Short versus Long term goal setting
 The counseling relationship
 Adapting your approach

October 15

Lecture/Discussion: Chapter 8: Experiential Theories
Journals due in class

October 22

Lecture/Discussion: Chapter 9: Cognitive-Behavioral Theories
 Group work – Role play
 Intervention project process

October 29

Group Presentation, Chapter 10: Marriage & Family Counseling
Group Presentation, Chapter 14: School Counseling
 Individual work: Journals, Intervention projects or Genograms

November 5

Group Presentation, Chapter 11: Child & Adolescent Counseling
Group Presentation, Chapter 12: Group Counseling
 Individual work: Journals, Intervention projects or Genograms

November 12 Veterans Day – No Class

November 19**Group Presentation**, Chapter 13: Career Counseling**Group Presentation**, Multicultural Counseling

Individual work: Journals, Intervention projects or Genograms

Journals Due***November 26*****Finalize Group Projects – Group work**

Assignment: Bring Genograms to class next week

December 3**Genogram presentations (Open forum discussion format)*****December 10***

Wrap up, Closure

Finish Genogram presentations (Open forum discussion format)**Intervention projects and Genograms Due****HELPFUL WEB SITES:**

- **The Future of Children**; this web site provides numerous studies on issues affecting children, especially poverty (<http://www.futureofchildren.org/>)
- **National Strategy for Suicide Prevention** (<http://www.mentalhealth.org/publications/allpubs/SMA01-3518/index.htm#goal4>)
- **Youth Suicide Prevention Programs: A Resource Guide** (<http://aepo-xdv-www.epo.cdc.gov/wonder/prevguid/p0000024>)
- **American Counseling Association** (<http://www.counseling.org>)
- **American School Counselor Association** (You should become familiar with this site, especially: Role of the Counselor; National Standard for School Counseling Programs – “Sharing the Vision.” (<http://www.schoolcounselor.org>))
- **California Association for Counseling and Development** (<http://www.cacd.org>)
- **The Facts about Sexual Orientation & Youth: A Primer for Principals, Educators, & School Personnel** (<http://www.nea.org/achievement>)
- **Gay, Lesbian, & Straight Education Network** (<http://www.glsen.org/templates/index.html>)

Plagiarism (APA Principle 6.22; page 349)

Please be aware of the APA guidelines on paraphrasing, using quotes, and crediting sources that are presented in the Publication Manual of the American Psychological Association, 5th Edition (see sections 3.34-3.41). Also refer to the statement on Plagiarism (page 430) in the San Jose State University Catalog, 200-2002.