

EDCO 288
Seminar: Counseling Theory and Practice

COURSE INFORMATION

Instructors: Dr. Thomas J. Mraz
Department: Counselor Education
College of Education
San Jose State University
Fall Semester 2007

Course Title: Seminar Counseling Theory and Practice
Course Code: EDCO 288
Section 03 Class Hours: Thursdays 7:00 – 9:45 p.m.
Class Location: Sweeney Hall, Room 239
Office hours: By appointment
Office Location: Sweeney Hall 419
Office Phone: 408-924-3511
e-mail: DrTomMraz@aol.com
Preferred contact: e-mail

College of Education Mission: The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Counselor Education PPSC Program Mission: The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and 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 in the clarification of philosophical and psychological theory and to develop a consistent individual and group counseling theory in relation to a defined lifestyle and the study of practice in school and agency settings.

REQUIRED TEXT: Ivey, A. E. and Bradford Ivey, M. (2007) *Intentional Interviewing and Counseling* (6th Ed.). Belmont, CA: Thomson Higher Learning.

CLASS FORMAT AND EXPECTATIONS

Classes will consist of lectures, demonstrations, discussions, and video presentations as well as small group work and presentations. Lectures will highlight and reinforce concepts presented in the syllabus for that week. To expose students to a broader understanding of the theories,

principles and skills involved in the dynamics of behavior and development, lectures may vary slightly from this schedule to accommodate guest speakers or to include materials that have just become available. The student 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 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 considered essential to the integrative learning of all class members. Therefore a lack of desire or willingness to speak up in class will effect both your and others' learning. Should a student consistently refuse to participate verbally in class, this tendency will be pointed out to him/her. If the student does not apply due diligence to correct this shortcoming, his/her point sum will be lowered by ten(10) points/warning.

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 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 see 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

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

- In what ways do candidates demonstrate knowledge of relevant research and theories of typical and atypical growth and development as they relate to pupil progress?
- How does the program provide opportunities for candidates to understand school, community, and family environmental factors and their influence on pupil learning?
- To what extent do candidates know the positive influences on pupil development including: (a) nutrition and fitness, (b) factors of resiliency, (c) home, family and school environments, (d) peer and mentor relationships, (e) and community factors?
- How do candidates demonstrate knowledge of factors that impede or limit pupil development including stereotyping, socioeconomic status, inadequate language development, negative school climate, and discrimination?
- To what degree do candidates demonstrate knowledge of principles and methods to (a) help pupils overcome barriers to learning and (b) learn effective strategies to plan, organize, monitor and take responsibility for their own learning?
- To what degree do candidates demonstrate knowledge of risk factors and protective assets that inhibit or facilitate pupils' positive development?
- To what extent do candidates know of models that can be used to inform school staff and parents about developmental trajectories that are associated with pupils becoming involved in antisocial or aggressive behavior?

Standard 11 Learning Theory and Educational Psychology

The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

- To what extent do candidates display knowledge about theories of learning?
- To what degree to candidate understand the role of parents and other caregivers in the support of pupil learning?
- In what ways do candidates demonstrate knowledge about barriers to learning?
- To what extent do candidates exhibit knowledge about developing positive, culturally-sensitive learning environments?

- To what extent do candidates exhibit an understanding of the strategies and techniques to help pupils accept responsibility for their own learning?
- In what ways do candidates demonstrate knowledge about how feelings and emotions influence the learning process and impacts pupil self-esteem?

Standard 21 Personal and Social Development

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

Standard 25 Individual Counseling

Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.

- How well do candidate demonstrate knowledge of and skills in applying theories of counseling as they pertain to counseling pupils in schools?
- How adequately do candidates demonstrate knowledge of and skill in assisting individual pupils identity and express feelings, contain intense and overwhelming emotion, and work through emotional conflicts and problems.
- To what extend do candidates demonstrate knowledge of the assessment of student mental and emotional problems for the purposes of determining appropriateness and selection of supportive programs and services?
- How effectively do candidates demonstrate knowledge of and skill in making appropriate and effective referrals to community mental health agencies and professionals?
- How well do candidates demonstrate knowledge of and skill in applying research based counseling theory to particular problems and populations through individual or small group counseling, such as anger management, suicide prevention and intervention, stress reduction, eating disorders, depression, divorced parents, grief and loss?

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 list of the tasks required.

FINAL GRADE AND POINT EQUIVALENCY

POINTS 0-90 91-120 121-130 131-140 141-150 151-160 161-170 171-180 181-190 191-200

GRADE F D C- C C+ B- B B+ A- A

Areas	Excellent 3	Moderately Satisfactory 2	Minimally Satisfactory 1	Unsatisfactory 0
Knowledge (Class response) x2	Daily participation	Participates often	Rarely participates	Never participates
Comprehension (Learning Logs) x5	Sufficient Info with clear description of insight	Sufficient information, needs additional insight	Sufficient information, lacks insight	Insufficient information and no insight
Application x7 (Small grp. activities)	Points well organized and explored well	Well organized, needs minor additional utilization	Minimally organized, needs major additional utilization	Insufficient application and no organization
Analysis x4 (Self evaluation on orientation wksht.)	Thoughtful reflection and comparison	Sufficient reflection, needs more in depth comparison	Insufficient reflection, needs more in depth comparison	Insufficient reflection and no in depth comparisons
Synthesis x10 (Class Presentation.)	Information logically and artistically presented	Information logically presented	Information sufficient but vague and confusing	Information insufficient in both amount and in organization
Evaluation x6 (Position paper)	Thoughtful review of the merits	Thoughtful review, needs attention to merits	Review haphazard,, minimal attention to the merits	Insufficient information provided and no attention to the merits.
Total Points x2				

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: During the third week of class students will sign up for a group presentation covering a counseling theory. Students will sign up for a specific theory or application that the student believes comes closest to his/her ideal way of doing counseling. All topics will be presented to Dr. Mraz for approval. The rotation of the presentation dates will be determined at the discretion of the instructor after he has examined the proposed topics. This determination is to assure that a sense of continuity and appropriateness accompanies each learning segment.

Additional details of this presentation will be covered by Dr. Mraz in class.

Interview With a Professional Counselor:

The objective of this exercise is to give the interviewer some real life expose to specific areas of expertise and to an understanding of the populations that are serviced by specific professionals To fulfill this requirement, choose a counselor currently employed in an area of expertise that you might want to specialize in (e.g. career, drug and alcohol addiction treatment, student services, financial aid) and ask to interview that individual.

Allow your curiosity to lead your line of questioning but some questions that might start you off might be:

- 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.

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 (subject to change with fair notice)

<u>Week of:</u>	<u>TOPIC</u>
08/23/07	Introductions, logistics, syllabus, clarification of expectations of class members and of the instructor
08/30/07	Definition of good counseling (rules, roles, etc.) video clip of Coach Cheeks Assignment of theoretical orientation worksheets <i>Reading assignment: Chapter 1</i>
09/06/07	Feedback Process Self Disclosure-Johari Window Small group process <i>Reading assignment: Chapter 12.</i>
09/13/07	Examine theoretical options and personal preferences through Use of theoretical orientation worksheets Establish presentations groups and determine topics
09/20/07	Observational skills <i>Reading assignment: Chapter 5</i>
09/27/07	Questions: types, advantages and disadvantages, usage. <i>Reading assignment: Chapter 4</i>
09/29/07	NOTE: SPECIAL CLASS TIME FOR VISITING PROFESSOR LECTURE AND EXPERIENTIAL WORKSHOP 9:00 a.m. – 4:00 p.m.
10/04/07	Class exempt due to previous Saturday special class
10/11/07	Class exempt due to 9/29/07 Saturday special class

10/18/07	Class exempt due to 9/29/07 special Saturday class
10/25/07	Mistakes – their role in counseling Strengths-Based Counseling INTERVIEW WITH A PROFESSIONAL COUNSELOR paper due <i>No reading assignment</i>
11/01/07	Use of resistance in the counseling process: confrontation, Student Presentations <i>Reading assignment: Chapter 9</i>
11/08/07	Student Presentations
11/15/07	Student Presentations
11/22/07	NO CLASS - Thanksgiving
11/29/07	Student Presentations
12/06/07	DAILY CLASS JOURNALS DUE Final Evaluations

University, College, or Department Policy Information:

a) Academic integrity statement (from Office of Judicial Affairs):

“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 Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

b) 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.”

c) Policies and Procedures:

Expectations regarding classroom behavior:

See Academic Senate Policy S90-5 on Student Rights and Responsibilities

To ensure that every student, current and future, who takes courses has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, San José State has established the following policies:

Cell Phones:

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use:

In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course.

Academic Honesty:

Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12](#).

Other Expectations:

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>

Other Information:

A definition of plagiarism as that found on Judicial Affairs website at <http://www2.sjsu.edu/senate/plagiarismpolicies.htm> will apply for all class assignments.

- “If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy S04-12 requires approval by instructors.”