I. COURSE OBJECTIVES

The objectives of this course are that the student will:

1. Develop a sound foundational understanding of therapeutic counseling theories.

2. Develop basic skills required for the optimization of the counseling relationship. Evaluation, assessment, disposition and selection of modalities, and the development of the therapeutic work are perceived to be the core aspects of the course.

3. Get acquainted with different models of intervention, with approaches and techniques which are most effective, derived from various schools of thought.

4. Develop an understanding of the integration of psychological, theological and biblical concepts, processes and structures operative in a whole-person approach.

II. COURSE FORMAT

1. The course meets once a week for a period of three hours.

2. The presentation of theory, concepts and research in the domain of counseling will be complemented with the elaboration of models and approaches. More specific attention will be given to search for relevance and application of salient features of various paradigms. Practical refinements and group participation in the development of counseling skills are seen as desirable developments in class.

3. Students will participate in "counseling triads" on a weekly basis. The
times to engage in such activity must be arranged as necessary: Part of the third hour of each week, plus extra time as to allow one hour of practice among all participants.

III. TEXTBOOKS:

The textbooks required for the course are the following:


Specific chapters will be assigned in preparation for the topics listed in the syllabus. The book is a foundational one and should be read in its entirety. It summarizes the major approaches and allows for further inquiry into other sources.

2. Added Recommendations

The following are recommended as collateral readings:


IV. COURSE REQUIREMENTS

1. Reading and Reporting (20% of the grade)

To develop an adequate and solid foundation in clinical counseling, students are expected to read from a variety of sources to complement areas of understanding and be aware of current trends and investigations. Books may be chosen from the bibliography attached to this syllabus or they may be selected by the student as long as they fall into the categories and issues which are dealt with in the course.

In addition to books, journals and monographs may also be utilized,
relevant to theory and practice. A reading log will be submitted with the following features:
   a. Author(s)
   b. Title of the book, chapter, journal article, etc.
   c. Number of pages read (per entry and cumulative total)

Such reading log will accompany an annotated bibliography with the condensed statements about the readings, with the customary format for such requirement: Author, title of the book/chapter/article (if journal), publisher, and date of publication.

A grade will be assigned to the reading. The expected levels are set at: 2000 pp. = A's. At the lower limit, 1000 pp. = C's.

2. **Papers:**

Two papers are required for this course.

a. *The term paper* focuses on the subject of a major approach in the area of counseling (psychodynamic, non-directive, cognitive-behavioral, etc.). This is a research paper in which you will demonstrate your understanding of the subject matter in terms of theory and investigation. It is expected a critique and personal input, beyond descriptive statements. The paper is limited to ten to twelve (10-12) double-spaced pages plus a bibliography reflecting current theory and its application in clinical endeavors. Rendered in APA style. Due on **December 3, 2012.** (40% of the final grade)

b. *The experiential paper* is based upon your practical experience at the counseling or clinical setting. If no practicum experience is available during the semester, the substitution of the "therapeutic triad" experience is accepted. It should reflect aspects of a case, with database for chief complaints, the history leading to present problems symptomatology, social/family and personal data on the counselee, attempts at a diagnosis, mental status, formulation of a dynamic nature, descriptive aspects of the course of treatment, the approach utilized, and an impression on the experience in general. The paper may include aspects of transference/counter transference as well as supervisory experiences. The paper is limited to six (6) pages, double-spaced, APA style. Due on **December 10, 2012.** (20% of the final grade)

3. **Counseling Practice Feedback Papers** (3 -Three)
As the course progresses, the class will have opportunities to practice counseling skills. Times have to be arranged either before or after class for such purpose. Students are expected to work in triads, with the following roles to be enacted:

a. **Counselee**: The person presenting a problem. (The problem may be prepared in advance, to be enacted by the counselee).

b. **Counselor**: the person serving as a therapist.

c. **Observer**: a person acting as an observer, recording the interaction in terms of expressions, empathy, warmth, concern, objectivity, and any important aspect of the relationship.

People in such triads will rotate in their roles, as to allow for a learning experience from all sides. The observer will provide a feedback report on the experience the class period following such encounter. A form is provided, which serves as a guideline for the assignment and the criteria for grading such. It is expected that a total of three feedback reports will be turned in by each observer over the course of the term. These represent 20% of the final grade.

V. PROFESSOR’S CONTACT

Dr. Polischuk may be contacted at: 978-646-4116; mailbox #222, or e-mail pablo@gordonconwell.edu. Students may arrange appointment times by contacting the MACO office; his office is located at the AC lower level.
CO 500 - INTRODUCTION TO COUNSELING

SESSION: TOPIC:

1. Introduction to the course.
   Therapeutic concepts and skills
   Formation of triads
   **Reading:** Corsini & Wedding Chapter 1. Tan, Chapter 1, 2

2. The counseling process
   Therapeutic alliance. Helping to define and clarify problems
   Data gathering, focusing on symptoms, history
   Mental status examination. From data gathering to diagnosis
   **Reading:** Egan Chapters 1-3.

3. Contributions from Psychoanalytic theory
   Psychoanalytically-oriented therapy and approaches
   Themes, transitions, defenses; transference and countertransference.
   **Reading:** Corsini & Wedding Chapter 2. Tan, Chapter 4

4. Variations on analytical work
Analytical, Adlerian approaches  
**Reading:** Corsini & Wedding Chapter 3 & 4. Tan, Chapter 5

5. Rogerian, non-directive approaches  
Phenomenological-existential approaches  
Meaning, attributions, relevance and purpose  
**Reading:** Corsini & Wedding Chapter 5; Tan Chapter 8

6. Behavioral/cognitive strategies  
Principles of behavior modification; contract therapy  
**Reading:** Corsini & Wedding Chapter 7; Tan Chapter 11

7. Cognitive therapy  
Rational-emotive approaches  
Cognitive-behavioral approaches  
**Reading:** Corsini & Wedding Chapter 6; Tan, Chapter 12

8. Interventions along cognitive-behavioral therapy  
Anxiety, depression and other treatments  
**Reading:** Corsini & Wedding Chapters 8 & 10.

9. Metacognitive –dialogical therapy  
Dr. Polischuk ‘s notes and power points  
**Reading:** Adrian Well’s work (2011); Polischuk’s *El consejo integral*

Post modern and narrative approaches in therapy  
**Reading:** Corsini & Wedding Chapter 9

11. Christian approaches: Biblical anthropology and theological themes  
Integrative models. Utilizing spiritual resources  
**Reading:** Corsini & Wedding Chapters 13 & 14. Tan Chapters 14-16

12. Course review and summary
CO 500 - INTRODUCTION TO COUNSELING

BIBLIOGRAPHY


Course Goal / Learning Outcome. describes broad aspects of behavior which incorporate a wide range of knowledge and skill. Upon completion of this course the student will have reliably demonstrated the ability to use the conventions of grammar when creating paragraphs. Learning Objectives. tend to describe specific, discrete units of knowledge and skill can be accomplished within a short timeframe. Typically instructors divide their courses into smaller units such as modules or weeks, and many instructors establish learning outcomes for these smaller units that map onto the larger course-level outcomes. As a general rule, as the level of analysis becomes smaller, from course to module to assignment, the learning outcomes tend to be more specific and easily quantifiable. How are Learning Outcomes Different from Learning Goals or Learning Objectives? Your ideas can then generate course-related goals. Course goals often originate in the course description and should be written before developing learning objectives. You should also discuss course goals with your colleagues who teach the same class so that you can align your goals to provide students with a somewhat consistent experience of the course.