

Northern Marianas College
CURRICULUM ACTION REQUEST

Course: RH 310 Theories and Techniques of Counseling

Effective Semester / Session: Fall 2011

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation


Course Alpha and Number: RH 310

Course Title: Theories and Techniques of Counseling

Reason for initiating, revising, or canceling:

This modification is to correct errors in the 4-15-11 approved course guide. This course guide eliminates the requirement for RH 225 (which does not exist), and changes the Math Placement Level from MA 161 to MA 132, which accurately reflects the approved IDP for this concentration.

Roy Greenland

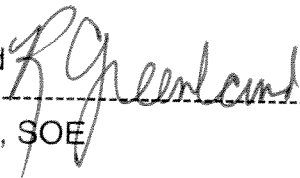


8-3-11

Proposer

Date

Roy Greenland

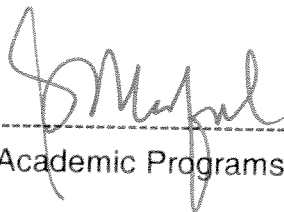


8-3-11

Acting Director, SOE

Date

Dean of Academic Programs and Services



8.8.11

Date

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1. Department

School of Education

2. Purpose

This course meshes theory and the practice of communication and counseling skills with a focus on the foundations of the helping relationship. Ethical, legal, and social counselor responsibilities will be addressed. Skills in counseling assessment, research, and evaluation are developed.

The Target population is all students pursuing a degree in Education with a concentration in Rehabilitation and Human Services, as well as teachers, parents, administrators, and anyone else having an interest in developing counseling, communication, and interviewing skills.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required Textbooks:

Evans, David R., Margaret T. Hearn, Mas R. Uhlemann, and Allen E. Ivey, *Essential Interviewing: A Programmed Approach to Effective Communication*. 7th ed. Toronto, Ontario-Canada: Thompson Brooks/Cole, 2008.
Readability level: Grade 12

Peterson, J. Vincent and Bernard Nisesholz, *Orientation to Counseling*, 4th ed. Needham Heights, MA: Allyn & Bacon, 1999.
Readability level: Grade 12

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:** N/A
3. **Other:** N/A

C. Credits

1. **Number:** 3
2. **Type:** Regular Degree Credits

D. Catalogue Course Description

This course meshes theory and the practice of communication and counseling skills with a focus on the foundations of the helping relationship. Ethical, legal, and social counselor responsibilities will be

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addressed. Skills in counseling assessment, research, and evaluation are developed. Prerequisites: RH 200 and RH 215, with a "C" grade or higher; Advanced Candidacy Status; English Placement Level – EN 202; Math Placement Level – MA 132. (Offered Fall)

E. Degree or Certificate Requirements Met by Course

This course is required for the B.S. Degree in Education with a concentration in Rehabilitation and Human Services.

F. Course Activities and Design

Class activities, design, and specific instructional methods will be at the discretion of the instructor. Suggested techniques may include, but are not limited to lecture, interactive discussion, facilitated group discussions, problem-based learning/case studies, audio-visual, professional article reviews, reactions/reflections, group/individuals presentations, scenario/role-playing, quizzes, and exams.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisites: RH 200 and RH 215 with a "C" grade or higher; Advanced Candidacy Status

English Placement Level: EN 202

Math Placement Level: – MA 132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 3-credit course, textbooks, and student activity fees .

Cost to the College: Instructor's salary

Instructional resources needed for this course include textbooks, films, projectors, TV, VCR/.DVD, blank videocassettes, laptop computer, extension cords, and duplicating supplies and materials.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

A: Excellent	90-100%	grade points: 4.0
B: Above average	80-89%	grade points: 3.0
C: Average	70-79%	grade points: 2.0

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D: Below average 60-69% grade points: 1.0
F: Failure 0-59% grade points: 0.0

NMC's grading and attendance policies will be followed.

7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Focus on the Counselor
 - 1.1 Why do people become counselors?
 - 1.2 Differences between effective and ineffective helpers
 - 1.3 Who is the counselor
 - 1.4 A holistic wellness model
 - 1.5 What the counselor knows and can do
 - 1.6 Helping as a way of life
 - 1.7 Social responsibilities
 - 1.8 Counselor education

- 2.0 Focus on the Problems of Becoming and Being a Counselor: Stress Management and the Prevention of Burnout
 - 2.1 Stress and burnout defined
 - 2.2 Causes of stress and burnout
 - 2.3 Stress Management

- 3.0 Focus on a Career in the Helping Professions
 - 3.1 Changing structure of the field
 - 3.2 Mental health field hierarchy
 - 3.3 Credentialing
 - 3.4 The market for counselors
 - 3.5 Professionalism
 - 3.6 Career choices
 - 3.7 Selecting a counseling specialty

- 4.0 Responsibilities of Counselors: Ethical, Legal, and Social
 - 4.1 Confidentiality
 - 4.2 Professional limits
 - 4.3 Sexual conduct
 - 4.4 Ethical principles
 - 4.5 Legal issues
 - 4.6 The responsibilities of the counselor in the greater society

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- 5.0 Focus on the Helping Relationship
 - 5.1 How people become clients
 - 5.2 Multicultural concerns
 - 5.3 Additional characteristics of clients
 - 5.4 The therapeutic alliance
 - 5.5 The helping process

- 6.0 Focus on Developing Response/ability: The Learning of Counseling Skills
 - 6.1 The counseling relationship – core conditions
 - 6.2 Stage 1 – attending skills
 - 6.3 Stage 2 – exploration skills
 - 6.4 Stage 3 – understanding
 - 6.5 Mutually agreed-on problem-end of understanding stage
 - 6.6 Stage 4 – action
 - 6.7 Stage 5 – termination

- 7.0 Focus on Using Skills: Conducting a Counseling Session
 - 7.1 Setting the stage: the environment
 - 7.2 Counselor characteristics and behaviors
 - 7.3 Conducting the first session

- 8.0 Focus on the Origins and Scope of the Field of Counseling and Current Trends
 - 8.1 The field of counseling
 - 8.2 Types of clients
 - 8.3 Current trends influencing the field of counseling
 - 8.4 New roles and goals for the counselor

- 9.0 Focus on Theory in the Practice of Counseling
 - 9.1 What is theory
 - 9.2 Why have theory
 - 9.3 Major theoretical approaches
 - 9.4 Eclectic approaches
 - 9.5 Developing a personal approach theory

- 10.0 Focus on the Selected Theoretical Approaches to Counseling and Psychotherapy
 - 10.1 Psychoanalysis
 - 10.2 Adlerian counseling
 - 10.3 Person-centered counseling

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- 10.4 Gestalt theory
- 10.5 Transactional analysis
- 10.6 Cognitive-behavioral counseling
- 10.7 Brief therapy approaches
- 10.8 Rational-emotive behavior therapy
- 10.9 Transpersonal counseling
- 10.10 Holistic counseling

- 11.0 Focus on Group Work
 - 11.1 Origins of group work
 - 11.2 Basic types of groups
 - 11.3 Group counselor competencies
 - 11.4 Why work with groups
 - 11.5 Therapeutic forces in groups
 - 11.6 Stages of group development
 - 11.7 Leadership styles and functions
 - 11.8 Group leadership techniques
 - 11.9 Theoretical approaches to group counseling
 - 11.10 Special concerns in group work
 - 11.11 Professional organizations

- 12.0 Focus on Family Counseling
 - 12.1 Origins
 - 12.2 General systems theory-cybernetics
 - 12.3 New developments: second-order cybernetics and postmodern-constructivism
 - 12.4 What is family
 - 12.5 Issues I today's families
 - 12.6 Family life cycle
 - 12.7 Theoretical approaches
 - 12.8 Feminist family therapy
 - 12.9 Family counseling techniques
 - 12.10 When is family counseling needed
 - 12.11 Marriage/relationship counseling
 - 12.12 Multicultural considerations
 - 12.13 Ethical concerns
 - 12.14 Licensure and certification
 - 12.15 Employment prospects

- 13.0 Focus on Career and Lifestyle Counseling
 - 13.1 Historical perspective

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- 13.2 Terminology
- 13.3 Career counseling theory and strategies
- 13.4 Career counseling vs. personal counseling
- 13.5 Issues and trends in career counseling

- 14.0 Focus on School and University Counseling
 - 14.1 School counseling
 - 14.2 Counseling and student personnel services in higher education

- 15.0 Focus on Community Counseling and Consultation
 - 15.1 Community counseling and managed care
 - 15.2 Consultation
 - 15.3 Consulting skills in business and industry
 - 15.4 Multicultural considerations

- 16.0 Focus on Human Growth and Development of Counselors
 - 16.1 Growth and development of the whole person
 - 16.2 Areas of development

- 17.0 Focus on Multicultural Approaches to Counseling
 - 17.1 Background
 - 17.2 Culture, race, and ethnicity
 - 17.3 Barriers and issues in multiculturalism
 - 17.4 Toward a multicultural approach to counseling
 - 17.5 Multicultural counseling competency standards

- 18.0 Focus on Assessment of Individuals
 - 18.1 Background
 - 18.2 Purpose of individual assessment
 - 18.3 Diagnosis
 - 18.4 Different theoretical approaches to assessment
 - 18.5 Assessment techniques and guidelines
 - 18.6 Professional orientation

- 19.0 Focus on Research and Evaluation in Counseling
 - 19.1 Methods and Types of counseling research
 - 19.2 Problems and issues in research
 - 19.3 Research in counseling effectiveness
 - 19.4 Encouraging the use and development of counseling research
 - 19.5 New paradigms in counseling research

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- 20.0 Exploration: Helping Clients Identify Experiences, Issues, and Problems
 - 20.1 Attending behavior
 - 20.2 Effective questioning
 - 20.3 Reflective content and feeling
 - 20.4 Integration skills
 - 20.5 Cultural considerations

- 21.0 Clarification: Helping Clients Clarify Experiences and Develop Goals
 - 21.1 Confronting
 - 21.2 Communicating feeling and intimacy
 - 21.3 Self-disclosing
 - 21.4 Interpreting
 - 21.5 Cultural considerations

- 22.0 Action: Helping Clients Take Action
 - 22.1 Information giving
 - 22.2 Structuring
 - 22.3 Enlisting cooperation
 - 22.4 Cultural considerations

- 23.0 Effective Communication: Facilitating Exploration, Clarification, and Action
 - 23.1 Integration of skills
 - 23.2 Cultural considerations

- 24.0 Crisis Theory and Intervention
 - 24.1 Stages and steps of intervention
 - 24.2 Brief therapy
 - 24.3 Forms of crisis intervention
 - 24.4 Hot lines, drop-in centers, and crisis clinics
 - 24.5 Outreach counseling
 - 24.6 Disaster relief
 - 24.7 Prevention
 - 24.8 Skills in intervention

- 25.0 Issues Affecting "Helping"
 - 25.1 Personal values
 - 25.2 Ethical considerations
 - 25.2.1. Privileged communications and confidentiality
 - 25.2.2. Conflict of interest

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- 25.2.3. Record keeping
- 25.2.4. Testing
- 25.2.5. Dual- or multiple-role relationships
- 25.2.6. Misrepresentation
- 25.3 Reluctant clients
- 25.4 Self-disclosure
- 25.5 Advocacy
- 25.6 Common problems encountered by helpers

8. Instructional Goals

This course will introduce students to:

- 1.0 The types of people who enter the counseling profession and the things they do;
- 2.0 Problems, issues, and challenges associated with counseling and the helping relationship;
- 3.0 How counseling fits into the larger role of the helping professions;
- 4.0 Ethical, legal, and social responsibilities of counselors;
- 5.0 The helping process as a way to meet the needs of all clients;
- 6.0 The theories, skills and responsibilities associated with being a counselor;
- 7.0 The origins, scope, and current trends in the field of counseling;
- 8.0 Group work and use in the counseling profession;
- 9.0 Human growth and development as applied to the counselor's role in developing the whole person;
- 10.0 Multicultural approaches to counseling and the related body of research;
- 11.0 The roles and procedures involved with assessment of clients; and
- 12.0 The role and use of research and evaluation in counseling.

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Categorize, compare and contrast, discuss, recognize, paraphrase, and recall theories and theoretical approaches involved in the various types and circumstances of counseling;
- 2.0 Classify the types of people who become counselors, identify what they do, and summarize the problems, issues and challenges associated with the profession;
- 3.0 Explain how counseling fits in to the larger role of the helping professions, how the skills and responsibilities associated with being a counselor differ from those of other helping professionals, and how the helping process is a way to meet the needs of all clients;
- 4.0 Distinguish the ethical, legal, and social responsibilities of counselors from unethical practices;
- 5.0 Outline the origins, scope, and current trends in the field of counseling;
- 6.0 Demonstrate skills associated with conducting a counseling session, providing career, lifestyle, and community-based counseling, and dramatize the skills associated with K-16 counseling;
- 7.0 Inventory, appraise, rate, and measure personal skills related to the identification, helping, and communication of client experiences, issues, problems and needs, and then devise a plan to improve those personal skills;
- 8.0 Define group work and explain how it is used in the counseling profession;
- 9.0 Interpret the counselor's role in developing the whole person based on the principles of human growth and development;
- 10.0 Choose and defend an appropriate approach to counseling based on the related body of multicultural research;

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- 11.0 Organize the roles and procedures involved with assessment of clients;
 - 12.0 Justify the role of research in counseling; and
 - 13.0 Support the importance of evaluation in counseling.
- 10. Assessment Measures**
Assessment of student learning may include, but not be limited to, the following:
- 1.0 Class attendance and participation;
 - 2.0 Written and oral reports;
 - 3.0 Individual and group presentations;
 - 4.0 Reflective/reaction essays;
 - 5.0 Web/library database assignments;
 - 6.0 Quizzes and exams; and
 - 7.0 Journal entries.