Northern Marianas College
CURRICULUM ACTION REQUEST

Course: RH 310 Theories and Techniques of Counseling

Effective Semester / Session: Fall 2011

Type of Action:

- New
- Modification [X]
- 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
Proposer

Roy Greenland
Acting Director, SOE

Dean of Academic Programs and Services

Date: 8-3-11
Course: RH 310 Theories and Techniques of Counseling

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:


   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
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/reflectons, 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
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.
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;
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.