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.

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.

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:


COURSE REQUIREMENTS

1. **Reading (Log and Annotated Bibliography) (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. Due on December 1, 2008.

2. Papers (First paper 40% and second paper 20% of the grade)

Two papers are required for this course.

a. The first paper (midterm) is 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 November 10, 2008.

b. The second paper is based upon your practical experience at the counseling/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, and is due on December 1, 2008.
3. **Counseling Practice Feedback Papers** (20% of the grade)

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 divide in triads, with the following roles to be enacted:

a. Counseled 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 (a form is provided, which serves as a guideline for the assignment). The feedback report is due the class session following the experience. It is expected that a total of three feedback reports will be turned in by each observer over the course of the term.

Debriefing is an important part of such counseling experiences. It is recommended that before the conclusion of such experiences, both counselee and observer provide feedback to the counselor in order to enhance insight and skills.
CO 500 - INTRODUCTION TO COUNSELING

SESSION: TOPIC:

1. Introduction to the course.
Therapeutic concepts and skills
Formation of triads

2. The counseling process
Therapeutic alliance. Helping to define and clarify problems
Assessment: Data gathering, focusing on symptoms, history
Mental status examination. From data gathering to diagnosis

3. Contributions from Psychoanalytic theory
Psychoanalytically-oriented therapy and approaches
Themes, transitions, defenses; transference and countertransference.

4. Variations on analytical work
Analytical, Adlerian approaches

5. Rogerian, non-directive approaches
Phenomenological-existential approaches
Meaning, attributions, relevance and purpose

6. Behavioral/cognitive strategies
Principles of behavior modification; contract therapy

7. Cognitive therapy
Rational-emotive approaches
Cognitive-behavioral approaches

8. Interventions along cognitive-behavioral therapy
Anxiety, depression and other treatments

Post modern and narrative approaches in therapy

10. Christian approaches: Biblical anthropology and theological themes
Integrative models. Utilizing spiritual resources
Review and Conclusions
CO 500 - INTRODUCTION TO COUNSELING

BIBLIOGRAPHY

Freud, S. Any references from the Complete psychological works of Sigmund Freud.


Appendix II

Introduction to Experiential Triads
Pablo Polischuk, Ph.D.

I. The Experience:

For the purpose of learning along clinical endeavors, students are divided in groups of three, forming experiential “triads” in which they assume the roles of Counselor, Counselee and Observer. The definitions are obviously pointing to the basic components of a therapeutic relationship (counselor-counselee(s), with the addition of a third party acting as an observer.

A. The Roles to be played

1. The Counselee’s Role:

   The counselee brings a problem to be dealt with in counseling. The problem may be personal, interpersonal or situational. The counselee may convey the notion of experiencing a crisis, an acute problem, or a chronic condition. It would be advisable to bring problems of such nature that such situations could be dealt with in few sessions (beyond crisis, and not so chronic) as to facilitate an entry into the experience of counseling. Crisis situations and chronic problems may be dealt with later on, as time goes on and the practices allow for more familiarity with the process itself.

2. The Counselor’s Role

   The counselor will attend to, gather information from, and respond to the counselee according to basic therapeutic stances and approaches learned in class, through readings and observation. The strategies employed could be diverse, and draw from analytical, non-directive, multimodal, behavioral, cognitive, rational-emotive, or eclectic paradigms. When applicable, encompassing approaches utilizing scriptural principles and spiritual values/understanding could be integrated.

3. Observer Role

   As the therapeutic situation unravels, a student is playing the role of a counselor, and another plays the role of a counselee, the third component of the triad (observer) is there to gather all the information about the transaction that
takes place in the sessions. As an example, the observations could be made with some basic stances in mind, or some dispositions and parameters to act as guidelines in the process:

**B. The Counseling Session Observed**

1. **How the session begins**
   - What is the state of the counselee—appearance, demeanor, behaviors
   - What is the presenting problem, as defined by the counselee
   - What becomes the main theme or themes during this phase?
   - The stance, disposition, attitude and responses of the counselor
   - Problems in engaging, tuning into each other, rapport building, relevant exchanges

2. **How the session proceeds**
   - Any difficulties with the flow of information given by conselee?
   - Any difficulties in empathy, attentiveness and validation on the counselor’s part?
   - Degrees of congruence, genuineness on the counselor’s part
   - Degree of nonjudgmental openness, acceptance on the counselor’s part
   - Any difficulties with shifts in focus, thrust, content of themes, transitions?
   - Verbal behaviors on both counselor-counselee: Deficits, excesses, assets
   - Non-verbal behaviors displayed by both counselee and counselor
   - How does the counselor utilizes him/herself in the process? particular roles?
   - Awareness of transferential issues? countertransferential issues?
   - Factors that foster further disclosure, openness, or sharing by counselee?
   - Factors which impinge upon, act as impediments in the process?

3. **How the session ends**
   - Abrupt ending or, connecting to further sessions, further work in counseling?
   - Open ended or making provisions for a more structured follow up?
   - Any referrals needed? Any collateral work to be done concurrently?
   - Any dispositions to engage in adjunct therapies, interventions?
   - Any connectedness to other sources of support, groups,

4. **Suggestions and feedback**
   - What suggestions were provided to counselor as to foster refinement in stances, strategies, techniques, approaches, verbal and non-verbal behaviors
Pinpointing difficulties in the process--starting, flowing, terminating the session
Pinpointing difficulties in rapport-building, in maintaining the focus, the themes
Providing alternative courses of action, paradigms, approaches in counseling
How such feedback is responded to by counselor and counselee

5. **Wrap up**
Statements to be made encapsulating the experience in summary fashion.

6. **Personal Learning**
What one observes/ gathers becomes the basis for vicarious, observational learning
Being “tapped,” or provoked to good works, to acquire better strategies, stances
Reflections about one’s stances, attitudes, countertransference, challenges
Personal learning by contrast, by analogy, in parallel fashion, in imitative fashion

C. **Rotating the Triads**

Students comprising the triads will rotate weekly, as to allow for the practice of each one along the roles of counselor, counselee and observer. It will be necessary to keep in mind the themes or content of the triads as to allow for continuity, as to avoid abrupt changes or shifts in themes to be followed.

According to the schedules of the course, there will be nine practice sessions. Such arrangement allows for triads to be cyclically repeated, as to have three observer reports per observer for the course.

D. **Experiential Summary**

The observations gathered and the reports submitted will comprise the basis for an experiential paper. Such report will be objectively based on empirical observations made during three sessions, clinically toned, personally reflective and written as to convey an academic rendering of experiential nature.
Appendix II

CO 500 -- Introduction to Counseling Triads
Observer Report

Name: ___________________________
Box # _________________________
Date: __________________________

Observer____________________________
Counselor ___________________________
Counselee ___________________________

The Report will focus upon and delineate the following issues:

1. **Summarize briefly the counseling session:** How did it begin? What were the main issues? What was the state of the counselee? What were the initial response by the counselor? (3pts)

2. **Describe the conduct of the counseling session** (including attention to non-verbal cues, themes and transitions) (4 pts)

3. **How was the session concluded?** What plans were made for follow-up with the counselee? (2 pts)

4. **Did you notice any major difficulties with the process?** (3 pts)

5. **What did you learn about yourself as a counselor as you observed the session?** (5pts.)

6. **What suggestions did you share with the counselor during the debriefing session?** (3 pts.)

Note: The maximum allocated length is two (2) single-space, typewritten pages, 12 point, with 1” margins. Grading criteria is based upon the differential weights assigned to the above categories, totaling 20 pts. per report. The cumulative points and their equivalents are as follows:
19-20 = A; 17-18 = A-; 15-16 = B+; 13-14 = B; 11-12 = B-; 9-10 = C+; 7-8 = C… etc.