I. COURSE OBJECTIVES

The objectives of this course are that the student will engage in studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- An orientation to wellness and prevention as desired counseling goals;
- Counselor characteristics and behaviors that influence the counseling process;
- Essential interviewing and counseling skills: Developing basic skills required for the optimization of the counseling relationship: Evaluation, assessment, disposition and selection of treatment modalities;
- Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions; models of counseling that are consistent with current professional research and practice; attention to a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- Get acquainted with different models of intervention, with approaches and techniques regarded as being the most effective, derived from various schools of thought (Psychodynamic, cognitive, behavioral, humanistic, narrative, etc.;
- A general framework for understanding and practicing consultation;
- Crisis intervention and suicide prevention models, including the use of psychological first aid strategies; and
- Develop an understanding of the efforts along the integration of psychological, theological and biblical concepts, processes and structures operative in a whole-person approach

II. COURSE FORMAT

- The course is held every Tuesday from 2:00 until 5:00 PM.

- 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

- Students will participate in counseling triads. Such practical exercises will take
place during allocated times as part of the course during the week. Students will
comprise such triads as follows: A student plays the role of a counselee, a second
student will be the counselor, and a third student an observer, registering the
conduction of the session and providing feedback

III. TEXTBOOKS:

The textbooks required for the course are:

- Corsini, R. J. and Wedding, D. (2014). Current psychotherapies; theories and


- 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:

  development approach to helping (10th Ed.). Cengage Learning. ISBN-10:


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 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:
  
  • Date of each reading
  • Author(s) of the reading material
  • Title of the book, chapter, journal article, date of publication, etc.
  • Number of pages (logging each entry and a cumulative total of the pages read)

• 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 — Failure to provide the log in this format will result in grade penalties.

• Due on December 20, 2016

2. Papers:

Two papers are required for this course.

• An experiential paper, based upon the practical experience gathered from the experiential or practical triads conducted during the course. Such feedback paper should reflect the aspects of the case counseled, with descriptive information (database for chief complaints, the history leading to present problems, the symptomatology, social/family and personal data) on the counselee. Also, based upon such, the paper should reflect analytical or interpretative aspects of the mental status, the formulation of the case from a given theoretical perspective (psychodynamic, cognitive, behavioral, systemic), and an impression or probable diagnosis of the case. Besides, the disposition and choice of treatment modality and the approach utilized need to be stated. Finally, a personal statement about the experience in general, reflecting personal learning, should be included.

• The paper is limited to seven (7) pages, double-spaced, in the APA style.

• Due on: December 6, 2016 — (20% of the final grade)

• A term paper that 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 13, 2016 — 40% of the final grade

3. Counseling Practice: Observational Feedback Papers

As the course progresses, the class will have opportunities to practice counseling skills. Students are expected to work in triads, with the following roles to be enacted:

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

Students engaged in such triads will rotate in their roles, as to promote a learning experience of interpersonal nature, from all sides. The observer will provide a feedback report on the experience observed the following day after the encounter took place. A form is provided, which serves as a guideline for the assignment and the criteria for grading such. Students will turn three observational feedback reports

- These represent 20% of the final grade.

V. PROFESSOR’S CONTACT

Dr. Polischuk may be contacted via regular mail at the Gordon Conwell Theological Seminary, 130 Essex Street, South Hamilton, MA 01982, Box #222; 978-646-4116
pablo@gordonconwell.edu
Course Outline

SESSION/TOPIC:

1. Introduction to the course.
   Therapeutic concepts and skills
   Integration of psychological and spiritual processes – empirical and propositional epistemology, ontology, theology, and praxis
   Formation of triads

2. The counseling process – variables
   Therapeutic skills needed in assessment and counseling
   Helping to define and clarify problems: Data gathering, focusing on symptoms, history

3. Initial Interview(s). Assessment: Mental status examination.
   From data gathering to diagnosis

4. Crisis theory and intervention

5. Contributions from Psychoanalytic theory
   Psychodynamic-oriented therapy and counseling approaches
   Themes, transitions, defenses; transference and countertransference

6. Variations on analytical work – Adlerian counseling
   Integration of psychoanalytical/interpersonal neurobiology

7. Behavioral/cognitive strategies in counseling
   Principles of behavior modification; contracting quid pro quo’s

8. Humanistic, non-directive approaches
   Phenomenological-existential approaches

9. Cognitive approaches in counseling
   Rational-emotive approaches
   Cognitive-behavioral approaches

10. Metacognitive–dialogical interventions

11. Interpersonal aspects. Narrative approaches in counseling

12. Spirituality in counseling. Theological principles and themes in counseling
   Integrative models. Utilizing spiritual resources
BIBLIOGRAPHY