



Course Syllabus

SOCS 5370/01

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Counseling

Summer, 2004

3 Credit Hours

Site: WEBH

1. **Course Description:**

This course will introduce and explore basic principles, theories, skills, and issues in the counseling field, with some emphasis given to social issues which impact today's school children. Theory and application of at least one counseling approach are examined in depth. An important goal is to increase educators' awareness of values which they communicate to others, through a greater understanding of the inner self. These goals will be achieved through readings, lectures, videos, discussions, student journaling, communications skill exercises and practice, and other class assignments. Guest speakers will share their expertise. This instructor believes that educators, by enhancing their own self-awareness, can more effectively guide their students.

2. **Learning Outcomes:** MOSTEP or professional standards that are met by each learning outcome are noted.

This course is intended to enhance your communication skills, to introduce counseling theories, and to increase awareness of social issues which impact students. By the end of this class you should:

- Be familiar with central concepts of various theories of counseling and their relevance to serving students' needs. (10)
- Become sensitive to a variety of social problems which impact students in the in the classroom. (7)
- Demonstrate effective verbal/non-verbal communication skills. (7)
- Understand the various aspects of the job of the school counselor, knowing how and when to access these specialized services. (3)
- Identify patterns in your own thoughts and behaviors which influence your effectiveness as a communicator. (9)
- Understand how family systems impact child/adolescent emotional development. (2)
- Be able to apply counseling skills and theory to your teaching situation through unit development. (4)

- Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1, June 5

Introductions. Review of syllabus. Review on-going assignments. Discuss student expectations.

Lecture and discussion: Introduction to counseling, the goals of counseling, the value of counseling skills for teachers.

Video: "Virginia Satir: Use of Self in Therapy".

Lecture/discussion: Personal Characteristics of Counselors. Relate to effective teachers.

Week 2, June 9 MEET IN EMERSON LIBRARY @ 5:00 p.m.

Library: Unit design information and resources.

Lecture/discussion/in-class exercises on self-awareness and self-disclosure.

Video: "Three Approaches to Psychotherapy, Pt 1, Carl Rogers"

Lecture/discussion: the helping relationship and core dimensions.

Recognizing indicators of deeper disturbance.

Reading assignments for Week 2: Text, Chapter 2

Handouts: George & Cristiani.

Egan. Exercises: p 21-ex 2, p 93-ex 12, p 94-ex 13

Journal entry: Write a letter to yourself regarding what you have learned or reconfirmed about yourself based on readings and exercises.

Week 3, June 16

Lecture/discussion/exercises: Active Listening.

Guest speaker: School counselor. "School Counseling at the Elementary Level".

Video/discussion: "Freud: The Hidden Nature of Man".

Reading assignments for Week 3: Text, Chapter 1

Handout: Freud

Exercises: Text pp 12-14

Journal entry: Write a short statement summarizing your pattern of blocking.

Week 4, June 23

Review listening skills.

Short quiz #1. (Five short answer questions)

Guest speaker: School counselor. "School Counseling at the High School Level".

Lecture/discussion/exercises: Expressing. Barriers to clear communication, encouragement, metamessages.

Reading assignments for Week 4: Text Chapters 3,4,5

Week 5, June 30

Review Quiz

Lecture/discussion/exercise: Family systems and their impact on students. The alcoholic family, personal genograms, hidden agendas.

Video: "Bradshaw on the Family: The Unhealthy Family"

SUBMIT COUNSELOR INTERVIEW PAPER

Reading assignments for Week 5: Text Chapters 6,7,16,17

Handouts: The alcoholic family.

Week 6, July 7

Lecture/discussion/exercise: Perception and pre-judgments.

Guest speaker: Anti-Defamation League facilitator. "Multi-Cultural Diversity".

Video: "Eye of the Beholder".

SUBMIT JOURNAL

Reading assignments for Week 6: Text Chapters 9,13

Week 7, July 14

Short quiz #2 (Five short answer questions)

Lecture/discussion/exercises: Assertiveness. Styles, rights, barriers to, improving skills, usefulness for teachers.

Reading assignments for Week 7: Text Chapters 8,10, 12

Handout: Paterson

Week 8, July 21

Review Quiz

Evaluations of class

Unit project presentations

Wrap up of course

SUBMIT UNIT PROJECT

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text: McKay, M., M. Davis, and P.Fanning. 1995. Messages: The Communication Skills Book. 2nd ed. Oakland, CA: New Harbinger.

Supplemental Readings: Handout readings and exercises, as per syllabus.

Audio-visual/other: Videos, as per syllabus.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- | | |
|---|-----|
| a) Counselor Interview Paper | 15% |
| b) Quiz #1 | 15% |
| c) Quiz #2 | 15% |
| d) Unit project, including class presentation | 25% |
| e) Class Participation and Regular Attendance | 15% |
| f) Journal | 15% |

6. Supplements (attached.)
Counselor interview guide. Personal journal guide. Unit project guide.

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- | | |
|----|---------------------------|
| a) | Counselor interview paper |
| b) | Unit Project |
| c) | Personal journal |

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Projects/Papers will be returned during the last meeting period.
- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
- Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.

Course Attendance (Webster University Graduate Studies Catalog. 2003-2005)

".....Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission from the instructor should withdraw from the class."

Participation includes:

- Completing assignments and staying up with reading
- Attendance (mental and physical)
- Participation during in-class activities
- Asking questions and engaging in discussion
- Arriving on time

