Program knowledge base for school counseling
The school counselor as facilitator of human development and professional program manager.
Areas of focus within knowledge base - also see attached document
(1) Understanding individual counseling theory -- high level of focus (R/A)
(2) Understanding theories of human development -- moderate level of focus (D)
(3) Assessment of an individual's personal and interpersonal concerns - low focus (E)
(4) Appreciation of the effects of cultural and social heritage on human development -- moderate focus (D)
(5) Understanding research and its applications -- low focus (D)

Program knowledge base for community counseling:
The community agency counselor as facilitator of healthy development and adaptive functioning in emotional, social, and career domains.

Instructor:
Elizabeth Reynolds Welfel, Ph.D., Professor

Textbooks:


Additional readings are on electronic reserve and can be accessed from the CSU Website at www.csuohio.edu.

Course Overview:
This course focuses on the person who has identified himself or herself as needing counseling, either to remediate existing personal, social, career or educational problems. The course examines the major theoretical perspectives on counseling
individuals and discusses the fundamental counseling process that underlies all counseling interventions. Content of the course will be most relevant to adolescent and adult clients and the families of child clients. The second major emphasis of the course is to help counselors facilitate development in the absence of perceived deficiencies and to develop skills to help clients prevent such problems. It will also help counselors understand the central ingredients necessary in an effective counseling program and sensitize them to the adaptations in programs and counseling interventions that need to be made to attend to issues of cultural and social diversity.

**Course Objectives:**
1. To provide students with a framework for understanding counseling as a process of facilitating, preventing and remediating human problems.
2. To familiarize students with major theories of individual counseling.
3. To provide students with a working knowledge of the counseling strategies associated with the major theories.
4. To assist students in developing analytic skills for evaluating emerging theories of counseling.
5. To acquaint students with an understanding of the role of culture in the counseling process and the adaptations in programs and individual work that need to be made to meet the needs of culturally diverse clients.
6. To introduce students to the research that addresses the effectiveness of the major models of counseling in remediating problems.

**Instructional Methodology**

This course will be taught using a variety of teaching methods. Lecture and discussion will comprise about 50% of class time with the remainder devoted to review of demonstration films and participation in class activities, primarily counseling role plays.

**Course Outline and Assignments:**

- **August 25** Introduction to the course
- **September 1** Labor Day
  - No class
- **September 8** Overview of the counseling process: Stages one and two
  - Patterson & Welfel, 1 – 88

**September 15**  
The counseling process Stage three

Patterson and Welfel, 89 - 165


**September 22**  
Adapting counseling to diverse clients

Patterson & Welfel, 183 - 258


**September 29**  
Introduction to major theories  
Person centered counseling and therapy of Carl Rogers

Sharf, 1-24, 211-244 (NOTE: PAGE NUMBERS MAY DIFFER SLIGHTLY IN THE 3RD EDITION)


PLEASE READ THIS ARTICLE **AFTER** YOU HAVE SEEN THE FILM IN CLASS.

**October 6**  
Gestalt counseling and therapy: Fritz & Laura Perls  
Sharf, 245-286.

PLEASE READ THIS ARTICLE **AFTER** YOU HAVE SEEN THE FILM IN CLASS!

**October 13**  
Columbus Day  
No Class

**October 20**  
Psychodynamic approaches to counseling  
Sharf, 25-85 (86-165 recommended but optional)


**October 27**  
Behavior therapies  
Sharf, 287-331


**November 3**  
Midterm examination

**November 10**  
Rational Emotive Therapy: Albert Ellis  
Bibliography for paper due  
Sharf, 332-370


**November 17**

Beck’s Cognitive therapy


**November 24**

Meichenbaum’s Cognitive Behavior Therapy

Crisis intervention

Paper due


Patterson & Welfel, 166 - 181

**December 1**

Family systems theories

Summary of theories

Sharf, 499-553, 599-642

**December 8**

Final examination

Recommended: Patterson and Welfel, 259 - 289

**Course Requirements:**

1. All readings as assigned and participation in class discussions and exercises. Attendance at all class meetings is required.

2. Read one book or four articles on one theory discussed in class or reviewed in the Sharf text. Write a five-page analysis of the contributions and limitations of that theory to the population you plan to serve. Bibliography for the paper is due November 3. The paper should be typed, double-spaced and written in APA style. PAPER DUE: November 24.

3. Midterm and final examination. The midterm and final will be 90-minute (closed book) essay exams.

**Grading:**

Grades will be calculated as follows: 5% participation, 30% for midterm and paper, 35% for final examination.