

**Rowan College at Burlington County**  
**Liberal Arts Division**  
**Fall 2019**

**Introduction to Counseling HUS 201-100 3 credits**

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Human Services Program: <http://www.rcbc.edu/human-services>

Faculty Page: <https://sites.google.com/a/rcbc.edu/brina-sedar/>

Human Services Club Facebook Group: Rowan College at Burlington County Human  
Services Club

**HUS 201 Introduction to Counseling**

Educational hours approved by Addiction Professionals Certification Board of New Jersey, Inc., Approval # 261201819C201, 201 Introduction to Counseling 6 hours

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*RIGHT OF REVISION: Rowan College at Burlington County and the instructor of this course reserve the right to make any necessary and reasonable changes to this document.*

**Overview**

This course examines the theoretical foundations and various counseling styles and techniques. It develops student skills in the understanding of developmental, nondirective, psychodynamic, transactional and other approaches to individual, marital, and family counseling. It examines the characteristics of a workable counseling relationship.

**COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

- Employ behavioral techniques and the use of behavior modification methods with consumer populations.
- Facilitate changes in client behavior.
- Research the major theoretical orientations of counseling.
- Describe the differences between counseling adults and counseling children.
- Examine the counseling modalities of individual, couples, family, and group counseling.

## **GENERAL EDUCATION OUTCOMES IN THIS**

### **COURSE:**

Written and Oral Communication:  
Communication

\* Students will communicate meaningfully with a chosen audience while demonstrating critical thought.

Global and Cultural Awareness: Diversity

\* Students will be able to compare and contrast cultural norms from diverse populations.

## **CORE COURSE CONTENT**

- Introduction to the course, the counseling process and the therapeutic relationship
- Assessment, Testing and the Diagnostic Process
- Psychodynamic theories
- Experiential theories and approaches
- Cognitive-Behavioral theories
- Competency focus: Behavioral techniques, facilitating changes in client behavior
- Family, Couples and Sex Counseling
- Child and Adolescent Counseling
- Career Counseling
- Neuroscience, Addictions Counseling, and Psychopharmacology
- New Issues in Counseling: Mindfulness & Online Counseling

**Text:** Nystul, S. Michael. Introduction to Counseling: An Art and Science Perspective, 6/e, Cognella, Inc.

### **Web Enhancement**

This course is web enhanced. For successful completion of the course, it is imperative that the student access the course in Blackboard and become fully familiar with the various resources and functions available online. All class handouts, Power Point slides, videos and other materials are available only through Blackboard. Please make certain to log onto Blackboard and explore the online components of the course at the start of the semester. It is recommended that you bring all course materials with you to class either by printing them in hard copy or by bringing an electronic device that grants access to Blackboard. Instructions and log-in for Blackboard are available at <http://staff.bcc.edu/distance/login.htm>

**Structure of the Course:** RCBC offers an Associate Degree in Applied Science in Human Services to train mid-level or paraprofessional workers in a variety of programs covering the full range of social service agencies. In addition to training workers to enter

directly into the field upon completion of the program, students may elect to continue to a four year program in many related fields. Introduction to Counseling is a required course for completion of the program.

### **Course Requirements:**

Midterm Examination	1/3 of final grade
Final Examination	1/3 of final grade
Philosophy of Helping Statement	1/3 of final grade
Attendance and Preparation for Class	Required to be eligible for a grade of an A

### **Attendance Policy**

Students are required to attend all class periods for the full duration of each such instructional session. Grade penalties for absence will be imposed when a student exceeds a ten-percent absence rate, not to exceed 10% of the final grade. As such, a student who misses 10% or more of the class time (3 daytime classes or 1.5 evening classes) will not have earned enough attendance and participation credit and will be ineligible to earn a final grade of an A regardless of scores on tests and other assignments. This includes time missed from class due to absence, lateness, leaving early and extended breaks.

### **Preparation Policy**

It is expected that students will come to class prepared having completed assigned readings, recorded lectures, inventories and other assignments. Failure to prepare for class diminishes the learning experience. An unprepared student forfeits eligibility to earn an A for the semester. Required reading and assignments are included with this syllabus.

**Special Note for Students Receiving Financial Aid and/or Veterans Aid:** Attendance will be reviewed by Financial Aid and Veterans Aid programs, and benefits will be contingent upon compliance with the program's regulations.

Attendance and participation are required. Assignments for each unit are detailed in this syllabus and provided for in Blackboard. In advance of each unit, students are expected to read all assigned readings, review assigned materials and print for class the information that is required and will help you to feel prepared to actively participate. Periodically, additional homework assignments are assigned. This includes completion of inventories that help the student gain a fuller understanding of the subject matter. Although grades are not assigned for completion of this work, students will only earn enough attendance and participation credit to become eligible to earn an A for the semester when these assignments along with the other preparation requirements are satisfied. Students are responsible for work missed due to absence from class. If you decide to withdrawal from the course it is necessary to complete the official withdrawal process. Failure to complete the requirements of the course could result in a failing grade.

**Recorded Power Point Presentations:** This course contains PowerPoint presentations with a recorded audio component. Students are expected to listen to the lectures prior to the assigned class period. Time requirements for each assignment are included with the PPT title. As such, you will need access to PowerPoint and a computer with speakers or a headset. You may listen to the presentations in the Computer Lab if you bring a headset. A PowerPoint viewer can be downloaded for free from Microsoft's website: <https://www.microsoft.com/en-us/download/details.aspx?id=13>

Each slide may be viewed as often as necessary to learn the material and may serve as a good refresher before exams.

Steps to Viewing a Recorded Lecture on PowerPoint:

1. Print the slides to enable efficient notetaking.
2. Download the presentation from Blackboard. (You know the presentation is recorded because the time requirement is stated on the title of the presentation.)
3. Click "Enable Editing"
4. Beginning with Slide #1, put the presentation on "Slideshow" mode.
5. You should hear the audio component begin and the slides will progress from one slide to the next.
6. Troubleshooting:
  - a. If you are not hearing the audio you need to make certain your speakers / headset are set properly with the volume control turned up and the presentation has been set to "Enable Editing"
  - b. Presentations are large files and take time to download. Be patient. Most students are able to use laptops and tablets although smart phones do not normally allow for this.
  - c. If your system does not meet the standard requirements, use a computer in the computer lab. A headset is required.

**Structure of Exams:** The midterm and final exams each consist of 25 objective questions (2 points each) and a choice of two out of three essay questions (25 points each). Objective questions are definitional, factual and conceptual. A comprehensive review will be provided prior to both exams.

**Philosophy of Helping Statement:** One third of your final grade for the course is based upon your ability to write a narrative statement about your ideas for how persons benefit from the helping process. For students majoring in Human Services this will serve as a vital part of your professional portfolio. As we address various theoretical orientations it is recommended that you record your thoughts and feelings regarding the beliefs of different perspectives. Your job is to keep the perspectives we review clear and distinct in your mind. When we cover material that is a good fit with your beliefs about how people are helped you should record it. I recommend having separate pages in your notebook for this purpose. As we conclude the semester you are asked to write a statement about how you personally approach helping others. This statement should be no longer than one page in length. It should be well written without spelling or

grammatical errors. At the end of the semester you are asked to share your ideas with the class.

The recommended format for the Philosophy of Helping Statement is the standard five paragraph essay style format. It is advised that the paragraphs be sequenced as follows:

Paragraph 1: Introduction to statement

Paragraph 2: Your interest and motivation in the helping profession; describe how you became interested in working with people while avoiding inappropriate self-disclosure.

Paragraph 3: Populations and problems you wish to work with and the limitations of your competency

Paragraph 4: Theoretical orientation (This is information gained from this course and other learning experiences.)

Paragraph 5: Summary / Conclusion

### Philosophy of Helping Statement Assessment Rubric

Criteria	3	2	1	0
Organization	Statement is organized into logical sections including an introductory and concluding paragraphs, statements of motivation for working in the field, populations of interest and limitations of expertise and theoretical orientation.	Statement is organized but is in a format differing from the suggested one.	Statement is not well organized.	Statement is disorganized.
Completeness	All content areas are present. These would include an introductory and conclusion paragraph, statements of motivation for working in the field, populations of interest and limitations of expertise and theoretical orientation.	Statement is missing one content area.	Statement is missing two content areas.	Statement is missing three or more content areas.
Neatness	Statement is formatted to fit well on one page. Margins, font and title have a professional appearance.	Statement has problems in one area of length, font, margins or title.	Statement has problems in two areas of length, font, margins or title.	Statement has problems in three or more areas of length, font, margins or title.

Written Expression	Statement is free of spelling and grammatical errors and contains only original thought.	One spelling or grammatical error is present and contains only original thought or borrowed ideas are given proper acknowledgement.	Two spelling / grammatical errors are present and borrowed ideas are given proper acknowledgement.	Three or more spelling or grammatical errors are present or the statement contains plagiarized statements or concepts.
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- **Note: Plagiarism will result in a failing grade for the course.**

**This course adheres to the grading standard of Rowan College at Burlington County:**

**A** Mastery of essential elements and related concepts, plus demonstrated excellence or originality.

**B+** Mastery of essential elements and related concepts, showing higher level understanding.

**B** Mastery of essential elements and related concepts.

**C+** Above average knowledge of essential elements and related concepts.

**C** Acceptable knowledge of essential elements and related concepts.

**D** Minimal knowledge of related concepts.

**F** Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

**Course Schedule:**

Please note: the dates are subject to change without notice.

**Week 1** Introduction to the course, the counseling process and the therapeutic relationship, with examination of the appropriate use of professional boundaries, the counseling process, stages of the counseling process, listening skills, common problems for beginner counselors & diversity issues

Assigned reading **Chapters 1 & 3, Recorded Lecture 44 minutes**

**Week 2** Assessment Testing and the Diagnostic Process, assigned reading **Chapter 4**

**Week 3** Classic Psychodynamic Theories: Freud, Adler and Jung, and Understanding Transference and Countertransference in helping relationships

Assigned reading **Chapter 7**

**Week 4** Experiential theories and approaches, assigned reading **Chapter 8**

We examine Gestalt Therapy, Motivational Enhancement Therapy, Solution Focused and Reality Therapy, Transactional Analysis, Feminist Therapy, Adjunctive Therapy and the Humanistic approaches including Carl Rogers and Client Centered Therapy with an emphasis on establishing a helping relationship with the client characterized by warmth, respect, genuineness, concreteness, and empathy.

**Assignment:** Complete Rational Emotive Beliefs Inventory before the next unit.

**Weeks 5 & 6** Cognitive-Behavioral theories, assigned reading **Chapter 9**

**Recorded Presentation: Behaviorism 56 minutes**

**Competency focus:** Behavioral techniques, facilitating changes in client Behavior, Assigned reading: Competency Statements

Students will understand the proper use of positive reinforcement (e.g., identifying client strengths, instilling hope, identifying client, potential).

**Week 7 Midterm Exam Review and Midterm Exam**

**Week 8** Midterm Challenge and Theoretical Foundations of Marriage and Family Counseling, assigned reading **Chapter 10**

**Week 9** Child and Adolescent Counseling, assigned reading **Chapter 11**

**Recorded Presentation: Developmental Theories 43 minutes**

**Week 10** School Counseling, assigned reading **Chapter 14**

**Assignment:** Complete Holland's Career Inventory before the next unit.

**Week 11** Career Counseling, assigned reading **Chapter 13**

**Week 12** Mental Health Counseling, assigned reading **Chapter 15**

**Recorded Presentation: Mental Health Counseling 35 minutes**

**Week 13** Neuroscience, Addictions Counseling, and Psychopharmacology

An examination of the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.

**Week 14** New Issues in Counseling: Mindfulness, Online Counseling

Presentation of Philosophy of Helping Statements – As time permits, you will have the opportunity to read your statement to the class. This experience may provide you with valuable constructive feedback.

**Week 15** Final Exam scheduled during final exam week.

## **College Policies**

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at <http://www.rcbc.edu/publications>. Important policies and regulations include, but are not limited, to the following:

- Grading Standards
  - Withdraw (W) and Incomplete Grades (I & X)
  - Withdrawal date for this semester
- Student Code of Conduct
- Use of Communication and Information Technology
- College Attendance Policy
  - Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session. Faculty are required to take attendance, and grade penalties for absence will be imposed when a student exceeds a ten percent absence rate, not to exceed 10% of the final grade. For further information please refer to the current catalog.
- Academic Dishonesty/Plagiarism
  - Specifically, the term “plagiarism” includes, but is not limited to, the use by paraphrase direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement, whether intentional or not. This includes any material copied directly or paraphrased from the internet. Plagiarism also constitutes the unacknowledged use of materials prepared by another person or agency engaged in the selling of a term papers or other academic materials, including material taken from or ordered through the Internet. For more information on academic dishonesty/plagiarism see Board Policy #903-C.

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## **Office of Student Support and Disability Services**

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and the ADA Amendments Act, the Student Support Services Office’s mission is to ensure all students with disabilities are provided access to educational and extracurricular activities while on college premises through support in the form of reasonable accommodations such as adaptive technology, counseling, note-taking assistance, and American Sign Language interpreters. Students who have disabilities must self-identify, provide documentation of disability(ies), attend an intake appointment, and sign a Disability Release Form ([rcbc.edu/studentssupport](http://rcbc.edu/studentssupport)) prior to the start of the semester to ensure reasonable accommodations. For more information please contact the Office of Student Support at ext. 1208. For additional information on this policy please refer to the current catalog.

## **Educational Technology Statement**

Rowan College at Burlington County (RCBC) advocates the use of technology to enhance instruction. Students should assume that classroom and online technology will be used throughout their coursework at RCBC, as it will most certainly be used in their future education and careers. The College provides on-campus facilities for the convenience of the RCBC community. Various college departments, including the Office of Information Technology and the Office of Distance Education, provide technology training and assistance to faculty and students.



### **Student Success Services**

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at <http://www.rcbc.edu/students>.

- **Academic Advising** (<http://www.rcbc.edu/advising>)
- **Career Services** (<http://www.rcbc.edu/careers>)
- **EOF** (<http://www.rcbc.edu/eof>)
- **Financial Aid** (<http://www.rcbc.edu/financialaid>)
- **International Students Office** (<http://www.rcbc.edu/international>)
- **Library** (<http://www.rcbc.edu/library>)
- **Office of Veteran Services** (<http://www.rcbc.edu/vets>)
- **RCBC Foundation** (please view the Foundation web page for scholarship information: <http://rcbc.edu/foundation>)
- **RCBC bookstore** (<http://www.rcbc.edu/bookstore>)
- **Rowan University Partnership** (<http://www.rcbc.edu/rowan>)
- **Student Support Counseling** (<http://www.rcbc.edu/cpit>)
- **Tutoring** (<http://www.rcbc.edu/tutoring>)
- **Test Center** (<http://www.rcbc.edu/testcenter>)
- **Transfer Services** (<http://www.rcbc.edu/transfer>)

**This syllabus is subject to change at the instructor's discretion.**

Thank you for taking this course.