

***COURSE NUMBER:*** Coun 601

***COURSE TITLE:*** Principles of Counseling

***COURSE DESCRIPTION:*** To obtain an overview of theory, practice, methods, basic principles, and concepts used in educational settings and community agencies by counselors.

***PURPOSE OF COURSE:*** The purpose of this course is to have students gain an overview of the counseling profession through readings, class discussion, experiential activities and site visits. By the end of the course students will have a clear understanding of what it entails to be a counselor and be able to distinguish a counselor from related mental health professions. In addition, students will begin to see themselves as having taken their first step toward being a professional counselor.

***COURSE OBJECTIVES:***

- To begin to define the terms guidance, counseling, and psychotherapy: Variations on the same them?
- To compare and contrast counselors with psychologists, psychiatrists, social workers, psychotherapists, and psychiatric nurses.
- To distinguish the various counseling specialty areas of school counseling, mental health counseling, community counseling, counseling in student affairs practices, rehabilitation counseling, gerontological counseling, and marriage and family counseling.
- To examine and discuss the characteristics of the effective counselor including empathy, genuineness, acceptance, open-mindedness, internality, competence, being mentally healthy, and being capable of building alliances.
- To examine the historical roots of counseling, and examine its relationship to the historical roots of psychology, psychiatry, and social work.
- To learn about three standards in the profession: ethics, accreditation, and credentialing.
- To review counseling theories, particularly four conceptual approaches to counseling: psychodynamic, existential-humanistic, behavioral, cognitive, and some theories that are associated with them. To understand eclecticism (theoretical integrative approach) and examine brief-treatment and solution-focused therapies.
- To review the basics to building and implementing a counseling relationship, including the office environment, basic and advanced counseling skills, case conceptualization, and record keeping.

- To understand general systems theory and how it applies to family counseling, group counseling, consultation, supervision, and all living systems.
- To review basic principles to family counseling and examine the following models of family therapy: structural, strategic, communication, multigenerational, experiential, psychodynamic, and behavioral.
- To review the history of group work, understand group dynamics and group process, and distinguish among the following groups: self-help groups, task groups, psychoeducational groups, counseling groups, and group therapy.
- To review the history of consultation, understand the consulting process, and be able to distinguish among the following models and types of consultation: consultant centered, system centered, person-centered, learning theory, gestalt, psychoanalytic, and chaos.
- To define supervision, examine its relationship to consultation, and be able to distinguish among the following types of supervision: developmental, orientation-specific, and integrated.
- To review physical and psychosocial developmental concepts; the cognitive and moral development theories of Piaget, Kohlberg, and Gilligan; the adult cognitive development theories of Kegan and Perry; the lifespan development theories of Erickson and Levinson; and the faith development theory of Fowler.
- To study the etiology of abnormal development as presented by geneticists and biologists, psychoanalysts, existential-humanists, and learning theorists
- To review the Diagnostic and Statistical Manual-IV-R.
- To understand the purpose and usage of psychotropic medication.
- To review the history of career development, basic definitions related to the career development process, and to understand the following theories of career development: trait-and-factor, Holland's personality theory, Roe's psychodynamic theory, Super's lifespan theory, cognitive theory, and others. To understand the relationship between occupational information and career counseling.
- To understand the difference between testing and assessment, the purposes of testing, different kinds of tests that are used, basic tests statistics, and qualities that make a good test, such as validity, reliability, cross-cultural fairness, and practicality.
- To understand the purpose of research and review the different kinds of quantitative and qualitative research approaches. To review the purpose and use of evaluation and compare and contrast it to research.
- To learn about diversity in the United States, review problems of cross-cultural counseling such as the misdiagnosis of minority clients, review minority and

white identity models, and examine how to counsel individuals from select cultural groups in the United States.

- To review the history, roles and functions, and settings where you find school counselors, agency and mental health counselors, and student affairs practice in higher education counselors.
- To learn how to choose and apply to graduate school, how to find a job in the counseling profession, and the future outlook for jobs in the counseling profession.
- To examine trends in the future including medical breakthroughs, the changing nature of therapeutic practice, the use of computers and the information superhighway, and the affects of stress, cynicism, and burnout on the counselor.
- To examine how multicultural issues, ethical issues, and professional issues permeate all of what we do as a professional.
- To become familiar with local, state, and national organizations, agencies, educational settings, and resources relevant to the counseling profession.

#### ***COURSE REQUIREMENTS:***

- Text readings as assigned.
- Paper: An eight to ten page paper, using APA referencing, on any aspect of the counseling profession related to the student's area of concentration (e.g., school, agency, college). The paper should include a minimum of twelve journal references.
- Involvement in experiential exercises.
- Midterm and Final.
- Site Visit. You will be asked to visit and analyze counseling at an elementary, middle or secondary school; mental health agency; or college. Outlines for you review will be distributed in class (note: these outlines are *Experiencing the World of the Counselor* workbook).
- Extra Credit: Up to 5 points for completing 10 experiential exercises of your choice in workbook. Up to 5 points for detailed outline of Chapter 16, 17, or 18.

#### ***ACCOMMODATING STUDENTS WITH SPECIAL LEARNING NEEDS:***

In accordance with university policy, a student who wishes to receive some instructional accommodation, because of a documented sensory and/or learning disability, should meet with the instructor to discuss this accommodation.

#### ***ATTENDANCE:***

Although attendance and participation are not mandatory, as a graduate course, it is expected that students will embrace the learning process through their attendance and participation.

***GRADING: Point Spread for Grade Determination***

92.1..to..100.....=.A.....78..to..79.9..=.B-

90.....to....92.....=.A-.....75..to..77.9..=.C+

85.....to....89.9..=.B+.....70..to..74.9..=.C

80.....to....84.9..=.B.....68..to..69.9..=.C-

***EVALUATION***

50% - Midterm and Final (25% each) (Please note: Tests are based on content from the lectures and from the book)

25% - Paper

25% - Agency/School Visit Paper

10% - Extra Credit (see "Course Requirements")

***HONORS PLEDGE:***

"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonest or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned." By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors.

***CLASS REFERENCES:***

Neukrug, E. S. (2003). The world of the counselor: An introduction to the counseling profession (2nd. ed.). Pacific Grove, CA: Brooks/Cole.

Neukrug, E. S. (2003). Experiencing the world of the counselor: A workbook for counselor educators and students. Pacific Grove, CA: Brooks/Cole.

***OFFICE HOURS:*** Office hours are by appointment.

***COURSE SEQUENCING:*** This course is typically the first course taken in the counseling program. For students considering the counseling profession, this is one of two courses that can be taken in the program without having been admitted into the program. This course is a prerequisite for all courses except Counseling Skills (Coun 633), Testing and Individual Appraisal (Coun 645), and Counseling Theories (Coun 645) for which it is a corequisite.

***COURSE CONTENT:***

**Section I: Professional Orientation**

**(Weeks 1 & 2)**

Chapter 1: The Counselor's Identity: What, Who, and How?

Chapter 2: A History of the Counseling Profession  
Chapter 3: Standards in the Profession: Ethics, Accreditation, and Credentialing

**Section II: The Helping Relationship I: Theory and Skill**

**(Weeks 3 & 4)**

Chapter 4: Individual Approaches to Counseling  
Chapter 5: Counseling Skills

**Section III: The Helping Relationship II:**

**(Weeks 5 & 6)**

Chapter 6: Family Counseling  
Chapter 7: Group Work  
Chapter 8: Consultation and Supervision

**Midterm: (Week 7)**

**Section IV: Development of the Person:**

**(Weeks 8 & 9)**

Chapter 9: Development Across the Lifespan  
Chapter 10: Abnormal Development, Diagnosis, and Psychopathology  
Chapter 11: Career Development: The Counselor and the World of Work  
Agency Papers Due March 16

**Section V: Research, Program Evaluation, and Appraisal:**

**(Weeks 10 & 11)**

Chapter 12: Testing and Assessment  
Chapter 13: Research and Evaluation

**Section VI: Social and Cultural Foundations in Counseling:**

**(Weeks 12 & 13)**

Chapter 14: Theory and Concepts to Multicultural Counseling  
Chapter 15: Knowledge and Skills of Multicultural Counseling.

**Section VII: Your Future in the Counseling Profession: Choosing a Specialty Area, Finding a Job, and Trends in the Future:**

**(Weeks 14)**

Chapter 16: School Counseling  
Chapter 17: Agency Counseling and Mental Health Counseling  
Chapter 18: Student Affairs Practice in Higher Education  
Chapter 19: A Look to the Future  
Research Papers Due

**Final: (Week 15)**

Extra Credits Due

The contents of this communication are the sole responsibility of Ed Neukrug and do not necessarily represent the opinions or policies of Old Dominion University. Updated on 11/19/03. Ed Neukrug is responsible for the maintenance of this page. Address: College of Education, Counseling Program, Old Dominion University, Norfolk, VA 23507. E-mail: [eneukrug@odu.edu](mailto:eneukrug@odu.edu).