

**San Bernardino Valley College
Course Outline for Psychology 132
“Counseling Techniques”**

I. CATALOG DESCRIPTION

- A. PSYCH 132: Counseling Techniques
3 hours lecture = 3 units

A general study of interviewing and counseling techniques and theory.

Prerequisite: PSYCH 100

- B. SCHEDULE DESCRIPTION: A general study of interviewing and counseling techniques and theory.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of this course, students should be able to:

- A. List and discuss the goals of counseling, what counseling is and is not, and the characteristics of effective counselors.
- B. Distinguish between numerous different counseling strategies, including Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt, Transaction Analysis, Behavior Therapy, Rational-Emotive and other cognitive therapies, and Reality Therapy.
- C. Identify which counseling strategies are appropriate for each of a variety of personal problems, including alcohol/drug abuse, over eating, relationship problems, low self-esteem, non-assertiveness and anger, depression, and suicide/crisis intervention.
- D. Assemble and incorporate these helping strategies into one’s personal integrity, so as to counsel in a manner that makes sense and fits with the counselor’s personal values.
- E. Distinguish and incorporate the ethical and professional issues of counseling into one’s own practice, including such issues as confidentiality, legal guidelines, multicultural counseling, knowing when to make referrals, and the need for continued updating through education.

IV. CONTENT:

- A. The Counselor as a Person and Professional
 - 1. Characteristics of effective counseling and effective counselors
 - 2. Issues faced by beginning counselors
- B. Ethical Issues in Counseling
 - 1. Therapist competence and training
 - 2. Multicultural effectiveness
 - 3. Legal guidelines and malpractice
 - 4. Confidentiality
 - 5. Dealing with suicidal clients
- C. Psychoanalytic Therapy Techniques
- D. Adlerian Therapy Techniques
- E. Existential Therapy Techniques
- F. Person-Centered Therapy Techniques
- G. Gestalt Therapy Techniques
- H. Transactional Therapy Techniques
- I. Behavior Therapy Techniques
- J. Rational-Emotive Therapy and Other Cognitive-Behavioral Techniques
- K. Reality Therapy Techniques
- L. A Comparison of Approaches
- M. A Synthesis Within the Counselor

V. METHODS OF INSTRUCTION:

The course is designed under the lecture/discussion format. The instructional methods to be used include:

- A. Lecture
- B. Class and group discussions of significant issues and topics
- C. Relevant videotapes and films
- D. Written assignments on personal issues, both in and out of class
- E. Skill exercises
- F. Small group activities
- G. Research papers
- H. Field trips
- I. Computer-Assisted Instruction

VI. TYPICAL ASSIGNMENTS

- A. Reading both in and out of class in preparation for exams and paper-writing on counseling issues, such as comparing the different types of therapy and when each are most appropriate
- B. Class and group discussion of significant issues and topics in preparation for exams and paper-writing on counseling issues, such as ethical issues and appropriate therapist responses
- C. View relevant videotapes and films in preparation for exams and paper-writing on counseling issues, such as the start, middle, and end stages of psychotherapy
- D. Written assignments on counseling issues frequently graded.
- E. Skill-development exercises either written or demonstrated
- F. Small group activities, such as choosing the appropriate therapy for a variety of problems
- G. Research papers on self-chosen, personally relevant topic.
- H. Field trips to specific educational or career-skill workshops, including interviews with practicing counselors.

VII. METHODS OF EVALUATION

A. **Methods of Evaluation:** This will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects) may be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials.

B. **Frequency of Evaluation:** This will depend on the type of evaluation (i.e. “objective” or essay). Evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. Typically, this could be weekly quizzes or papers, or could be one or more midterm exams plus a final exam and/or semester project.

Student assignments outside of class are assumed to be the equivalent of 6 hours per week and may include reading, computer-assisted instruction, writing tasks, preparing for exams, and/or study group discussions.

Grading may be comparative within a class or may be based on an absolute standard.

C. **Typical Exam Questions:** These might include essay questions asking students to describe the most appropriate applications of behavior therapy and client-centered therapy or could be multiple-choice questions asking students to identify the biggest drawback of psychoanalysis.

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Curriculum Approved: FA00

VIII. TYPICAL TEXT:

Corey, G. Theory and Practice of Counseling and Psychotherapy, 5th ed.,
Pacific Grove, CA.: Brooks/Cole, 1996.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None