NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY UNIVERSITY OF NEW YORK
HUMAN SERVICES DEPARTMENT – N401
(718) 260-5135

HUS 1201 ELEMENTS OF COUNSELING

Section Number: _________________________ Instructor: _________________________

Email Address: _________________________ Office Hours: _________________________

COURSE DESCRIPTION
The student is introduced to the skills and personal attributes necessary for the practice of counseling and psychotherapy, and ethical issues in the counseling profession. This course covers the major contemporary theories and techniques of counseling and psychotherapy. It also focuses on the multicultural perspective, contributions and limitations of each theory.

PREREQUISITES: HUS 1101, PSY 1101, ENG 1101

CREDITS: 3

TEXTBOOK:

SUPPLEMENTARY READINGS:
Research journal articles will be selected by students and approved by the instructor.

FORMAT:
Lectures, class discussions, dyad & small group activities, role-playing, group presentations, and/or videos.

COURSE REQUIREMENTS
Attendance and participation in all counseling exercises and group activities are required. Absences exceeding two class sessions without medical (or other approved) documents will result in a WU (=F) grade. All reading and written assignments must be completed by the due dates. Late work will have 10 points deducted for each week past the due date.

GRADING:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>25% (Essay questions)</td>
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<tr>
<td>Final Exam</td>
<td>25% (Essay questions)</td>
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<tr>
<td>Written Assignment</td>
<td>25%</td>
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<tr>
<td>Participation/Presentation</td>
<td>25%</td>
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Rev. 6/12 (PL)
HUS 1201 COURSE OBJECTIVES

KNOWLEDGE:

Upon completion of this course, students will be able to explain the following concepts:

<table>
<thead>
<tr>
<th>COUNSELING PRACTICE:</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>1. The structure of counseling.</td>
<td>Midterm Exam</td>
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<tr>
<td>2. The therapeutic relationship.</td>
<td>Midterm Exam</td>
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<tr>
<td>3. Assessment of client’s problems, strengths and resources.</td>
<td>Midterm Exam</td>
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<tr>
<td></td>
<td>Final Exam</td>
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<tr>
<td>4. Goal-establishment.</td>
<td>Midterm Exam/Final Exam</td>
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<td>5. Strategy selection.</td>
<td>Midterm Exam/Final Exam</td>
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<td>6. Different types of counseling interventions, including affective, cognitive,</td>
<td>Final Exam</td>
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<td>behavioral and systemic interventions.</td>
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<td>7. The process of termination and follow-up from the context of client welfare.</td>
<td>Final Exam</td>
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<td>8. Crisis counseling.</td>
<td>Final Exam</td>
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<tr>
<td>9. The ethical constraints and ethical ideals of professional counseling practice.</td>
<td>Midterm Exam/Final Exam</td>
</tr>
<tr>
<td>10. The multicultural issues related to the delivery of counseling services.</td>
<td>Final Exam</td>
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**SKILLS**

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

1. Collect, organize, analyze and document information about the client’s functioning, needs, resources and history.

2. Use appropriate software, e.g. Word & Powerpoint.

3. Apply relevant theories in the assessment of client problems and strengths, selection of appropriate interventions techniques and evaluation of outcomes.

4. Conduct mock interviews using relevant strategies through role playing, modeling and other in-class activities.

5. Critique and integrate different kinds of therapeutic approaches within a multicultural society.

6. Communicate effectively in spoken and written forms as demonstrated in oral presentations, small group discussions, term paper and essay exams.

**ATTITUDES:**

Students are expected to:

1. Observe, reflect and manage personal feelings and thoughts which promote or hinder the development of the therapeutic relationship.

2. Develop awareness of the professional characteristics of effective counselors and their values.

3. Increase awareness of ethical issues in counseling practice, including an understanding of the basic rights of clients, confidentiality and guidelines for dealing with suicidal patients.

4. Understand and accept differences in values, personalities and philosophy between self and clients.

5. Adhere to the Human Services Code of Ethics.

**ASSESSMENT**

Assessment & Planning Summary (Term Paper)

Term Paper & Presentations

Assessment & Planning Summary Class Activities

Assessment & Planning Summary Class Activities

Class Activities

Class Activities/Presentations

Class Activities/Presentations Final Exam/Term Paper

Class Discussion/Presentation

Class Discussion/Presentation

Class Discussion/Presentation

Class Discussion/Presentation
# HUS 1201 COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READING ASSIGNMENTS</th>
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<tr>
<td></td>
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<td>HACKNEY &amp; CORMIER</td>
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<td>Chapter</td>
</tr>
<tr>
<td>1</td>
<td>Introduction to the Course</td>
<td>1</td>
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<tr>
<td></td>
<td>Conceptualizing Counseling</td>
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<td>2</td>
<td>The Language of Counseling</td>
<td>2</td>
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<td></td>
<td>Stages and Skills of Counseling</td>
<td>3</td>
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<tr>
<td>3</td>
<td>Building a Working Relationship</td>
<td>4</td>
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<td></td>
<td>Assessing Client Problems</td>
<td>5</td>
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<td>4</td>
<td>Developing Counseling Goals</td>
<td>6</td>
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<tr>
<td>5</td>
<td>Defining Strategies and Selecting Interventions</td>
<td>7</td>
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<tr>
<td>6</td>
<td>Affective Interventions</td>
<td>8</td>
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<tr>
<td>7</td>
<td><strong>Midterm Exam</strong></td>
<td></td>
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<tr>
<td>8</td>
<td>Cognitive Interventions</td>
<td>9</td>
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<tr>
<td>9</td>
<td>Behavioral Interventions</td>
<td>10</td>
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<td>10</td>
<td>Systemic Interventions</td>
<td>11</td>
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<tr>
<td>11</td>
<td>Termination and Follow-up</td>
<td>12</td>
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HUS 1201 COURSE CALENDAR (CONT’D)

WEEK

Ethical and Multicultural Issues in Counseling

Group Presentations of Approved Journal Articles (2007-Present):

12  Group A
    Group B

13  Group C
    Group D

14  Group E
    Group F

15  FINAL EXAMINATION
REFERENCES


Written Assignment
Assessment and Planning Summary

DUE DATE _______________________

Write an intake/assessment and planning summary (5-6 pages, double-spaced).
(Assignment taken from Hackney & Cormier)

Identify a current or existing problem in the life of a friend/classmate/coworker/member of your family. It might be relationship conflict, a relationship issue, a financial problem, or work or school-related concern. Select someone with whom you feel comfortable discussing how his/her background and history have affected the development and maintenance of this concern.

To complete the assessment and planning summary, refer to the Intake Interview outline in the textbook. Include one main goal, sub-goals and immediate tasks for each sub-goal. Use the Goal-setting map as your guide.

State on page 1 that all names in the interview have been changed, and all identifying information have been disguised.
HUMAN SERVICES DEPARTMENT
HUS 1201

GROUP PRESENTATION

ETHICAL OR MULTICULTURAL ISSUES IN COUNSELING
(Based on research journal articles dated 2007-Present)

You will be assigned to a group by the 3rd week of the semester.

Each group member is expected to submit an abstract of a relevant research journal article to the instructor for approval. These articles must discuss an ethical or multicultural issue in counseling/social work/community psychology/human services.

Group members will then select ONE approved article to make a group presentation to the class. The entire article must be submitted to the instructor at least two weeks before presentation.

Each group will have approximately one hour to present and discuss the article: 30 minutes to present a summary (Literature Review, Method, Results/Findings, Discussion) of the journal article, and 30 minutes for class discussion.

The handout to the class will include an outline (1-2 pages) and three open-ended questions related to the article for class discussion.

In the outline, include the name of the speaker and the sub-topic of his/her presentation.

Grading: 50% Team work (preparation, organization, creativity and time management)
50% Individual oral presentation (clarity and accuracy of facts)
(Students are expected to paraphrase and summarize the content of the article. Opinions expressed by the group must include supporting evidence. Students reading directly from the article will receive an F grade).
ACADEMIC INTEGRITY STANDARDS

CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

NEW YORK CITY COLLEGE OF TECHNOLOGY POLICY ON ACADEMIC INTEGRITY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.
Plagiarism is the act of presenting another person’s ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.