

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**PSYC 410 – COUNSELING SKILLS AND PROCESS**

**Updated by: Jennifer Waite, LMSW, CASAC, Christina Lesyk, LMSW (April, 2019)**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCES DEPARTMENT  
Spring, 2020**

- A. **TITLE:** Counseling Skills and Process
- B. **COURSE NUMBER:** PSYC 410
- C. **CREDIT HOURS:** 3 lecture hours for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Spring
- G. **COURSE DESCRIPTION:**  
 In this course students will examine and practice the skills, techniques, and process of counseling for students entering one of the helping professions. Specific techniques will be described, demonstrated, and practiced. The stages of the counseling process and the goals and methods of each stage will be discussed and practiced.
- H. **PRE-REQUISITES/CO-REQUISITES:**  
**Pre-requisite:** HUSV 315 or permission of instructor
- I. **STUDENT LEARNING OUTCOMES (see key below):**

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

By the end of this course, the student will be able to:

<b>Course Student Learning Outcomes [SLO]</b>	<b>Program Student Learning Outcomes [PSLO]</b>	<b>GER [If applicable]</b>	<b>Institutional ISLO &amp; Subsets</b>
a. Describe the process of counseling, its common stages, and the goals appropriate to each stage.	1. Knowledge base in Psychology, or Human Services		5. Ind, Prof, Disc, Know Skills
b. Develop a professional style in the performance of counseling techniques and demonstrate an understanding of their effective uses.	5. Professional Development		5. Ind, Prof, Disc, Know Skills
c. Apply ethical standards and cultural sensitivity to counseling methods.	3. Ethical and Social Responsibility in a Diverse World		4 – Social Responsibility [IK]
d. Demonstrate effective written and oral skills to explain the uses of counseling methods as applied to a variety of problems and hypothetical scenarios.	4. Communication		1 – Communication Skills [O, W]
e. Demonstrate effective written and/or oral presentations of interventions in helping or counseling that integrates the theoretical models with the student's own beliefs and values.	2. Scientific Inquiry and Critical Thinking		2 – Critical Thinking [IA]

**J. APPLIED LEARNING COMPONENT: No**

**K. TEXTS (Suggested):**

Young, M. (2017). Learning the Art of Helping, Building Block and Techniques, 6th Ed., Boston, MA: Pearson Publishing.

**L. REFERENCES:**

Ivey, Ivey, & Zalaquett. (2010). Intentional Interviewing & Counseling, 7th Ed, CA: Brooks/Cole.

**M. EQUIPMENT:** Computer, projection system, Blackboard Learning Management System.

**N. GRADING METHOD:** A - F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Exams
- Video Presentations
- Written Assignments
- Quizzes

- Projects
- Discussion Boards

**P. COURSE OUTLINE:**

- I. The Nature of Helping
  - A. Definition of Helping
- II. The Therapeutic Relationship
- III. The Counseling Process, Tasks, and Models
  - A. General Stage Models
  - B. Tasks of the Counseling Process
    1. Rapport Building
    2. Assessment of the client, the problem, needs, and strengths
    3. Mutual framing & understanding of the problem
    4. Negotiating goals
    5. Developing & implementing a plan of change
    6. Assessment & termination
    7. Case management and coordination of services
  - C. Organizing the Process: the goals and tasks of each stage
- IV. Qualities and Values of a Counselor
  - A. Barriers to listening and hearing
  - B. Empathy
  - C. Acceptance and non-judgement
  - D. Openness and willingness to go deeper
  - E. Beneficence and concern for others
  - F. Immediacy, focus, and presence
  - G. Integrity
  - H. Postures and non-verbal behavior
  - I. Managing professional boundaries
  - J. Embracing learning as an ongoing process
- V. Basic Communication Skills
  - A. Active Listening
  - B. Repetition, paraphrasing selective emphasis
  - C. Reflection of emotion
  - D. Questions and probes
  - E. Challenging and confrontation
  - F. Encouraging
- VI. The Counseling Session
  - A. Opening and structuring
  - B. Building rapport
  - C. Increasing disclosure
  - D. Clarifying skills
  - E. Summarizing
  - F. Skills for promoting insight
  - G. Confrontation and challenging
  - H. Directing the process
  - I. Requesting specifics and examples
  - J. Identifying implicit thoughts, beliefs, and feelings
  - K. Identifying themes and motives

VII. Skills for Early Stages of Counseling

- A. Skills for rapport building
- B. Skills for increasing disclosure and the use of probes
- C. Identifying problems, issues, concerns, and themes
- D. Summarizing, clarifying, and getting specifics

VIII. Skills for the Middle Stages of Counseling

- A. Framing and reframing
- B. Confrontation skills
- C. Skills for clarifying problems, issues, and concerns
- D. Restating complaints and concerns as goals
- E. Clarifying conflicts, dilemmas, and inconsistencies

IX. Motivating Clients in Later Stages

- A. Forms of confrontation
- B. Increasing awareness of problems, difficulties, and suffering
- C. Reframing problems as goals
- D. Examining costs and benefits
- E. Planning for barriers and set-backs
- F. Using intrinsic values and extrinsic incentives

X. Applying Theoretical Models

- A. Working with feelings – Emotion focused and experiential skills
- B. Working with thoughts and beliefs – Skills from Cognitive Therapy
- C. Working with basic behavior - Social skills and learning approaches
- D. Working with families – Family Systems

**Q. LABORATORY OUTLINE:** None