

Metropolitan College of New York
Audrey Cohen School for Human Services and Education

Purpose V Handbook

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POLICIES

Attendance:

- Students are required and expected to attend all scheduled classes.
- If a student has difficulty attending all classes, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who have missed 5 (five) classes can expect an “F” grade.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per class in a term will not be allowed to begin classes without written permission from the appropriate Dean.

Incomplete Grades

An “I” or incomplete grade is given only in instances where a student’s work in a course is not finished on time due to an **extenuating circumstance**, which must be properly documented, and the student can be expected to pass. These students must file an Incomplete Grade Contract with the instructor. Otherwise the grade becomes an “F.”

Students have until the end of the seventh week of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time. The instructor has up to the end of the 10th week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for Extended Incomplete – is required to carry an incomplete beyond this time. The faculty member, student and appropriate dean must complete the EI Form that is available in the Office of the Registrar. The student either completes the required coursework for a grade or, failing to do so, receives an “F.” **Failures must be repeated.**

For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please see the *Financial Aid Handbook* for details.

Plagiarism

Presenting someone else’s work as though it is your own. In an academic community the use of words ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation and including a formal acknowledgement of the source in the proper format.

Please be advised regarding the following:

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Walkmans, cell phones, beepers, or any form of audio **equipment should be turned off in the classroom at all times.**

Add/drop:

It is the School for Human Services policy that the Dean's office will sign add/drop forms after the first two weeks of the semester. Add/drop forms will not be approved after the fourth week of classes.

Transfer from Bachelor's degree program to Associate of Arts degree program:

Students will only be allowed to transfer from the Bachelor's degree program into the Associate of Arts degree program during the interim between their first and second semester, or the interim between their second and third semester. No student will be allowed to transfer during a semester, or after their third semester has commenced.

Constructive Action Documents:

All students enrolled in the College will submit his/her Constructive Action document in two formats: 1) a paper copy in the prescribed format, and 2) a 3½ Inch diskette with the same material. The Constructive Action document should have a front page that contains the following information and your diskette should have a label that contains the same information:

- 1) Student Name
- 2) Student i.d. number
- 3) Purpose class
- 4) Name of your Professor
- 5) Semester / Year – Example: Fall 2006
- 6) Keywords for CA

NOTE: Any information in this handbook is subject to change.

PROMOTING EMPOWERMENT THROUGH COUNSELING

Overview of the Purpose

Counseling is a component of the human service practitioner's effort to help others become empowered by living through greater self-direction and breaking bonds of unnecessary dependence. In this context, counseling is defined as helping people to explore and realistically assess their feelings, needs, and abilities so that they can make appropriate choices and take effective actions.

As their Constructive Action for this Purpose, student-practitioners will establish a counseling relationship with one or more citizens. The material presented in the classroom is designed to help student-practitioners develop a counseling style that is effective and appropriate for them. They will learn to be mindful of the need to use themselves in a conscious, purposeful manner in the counseling relationship, to understand how the intrusion of their own feelings and attitudes can affect the relationship, and to select and apply specific skills and techniques that can be useful in an empowering counseling relationship.

Purpose V will provide an introduction to selected approaches to counseling and to the use of interviewing skills. It will prepare students for the kinds of counseling relationships that are a normal part of work in the human services.

DEFINITIONS

Purpose

Every semester of your education at Metropolitan College of New York is organized around a specific Purpose whose achievement benefits you (the professional-in-training) and those you work for and with. Each Purpose represents a particular way to help people become empowered and calls for particular kinds of knowledge and action.

Empowerment

Metropolitan College of New York teaches that the empowerment of citizens should be the aim of all human service. By empowerment we mean the ability of people to act purposefully to manage their lives, meet their needs, and work with others in mutually empowering relationships to make a better world.

Dimensions

The five Dimensions are lenses for looking at knowledge and performance and for understanding people and the environment. In every semester, you have classes in all five Dimensions. You make use of knowledge from the five Dimensions in your Constructive Action[®]. The Dimensions provide broad guidelines for assessing your performance in the classroom and the field.

The Values and Ethics Dimension

Values are the beliefs that guide people's decisions and actions. Ethics refers to the study and adoption of principles to govern one's conduct. Human service professionals need to be clear about their own values, respect the values of others, deal productively with ethical issues, and act ethically.

The Self and Others Dimension

The Self and Others Dimension is concerned with people (including oneself), their individual identity and their relationships and interactions with others. It is also concerned with exploring the human condition.

The Systems Dimension

A system is a group of interacting parts that forms an entity. Examples of systems that human service professionals need knowledge about are families, communities, the human body, human service agencies, political systems, and the global economy. Systems often serve as resources.

The Skills Dimension

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Communications, math and technology skills are among the skills for which human service professionals have a recurring need.

Supervised Fieldwork

Supervised Fieldwork is the process of engaging in work for academic credit outside the classroom setting under the auspices of a qualified professional within the industry of study.

The Purpose Dimension

The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized and thoughtful way to achieve a given Purpose.

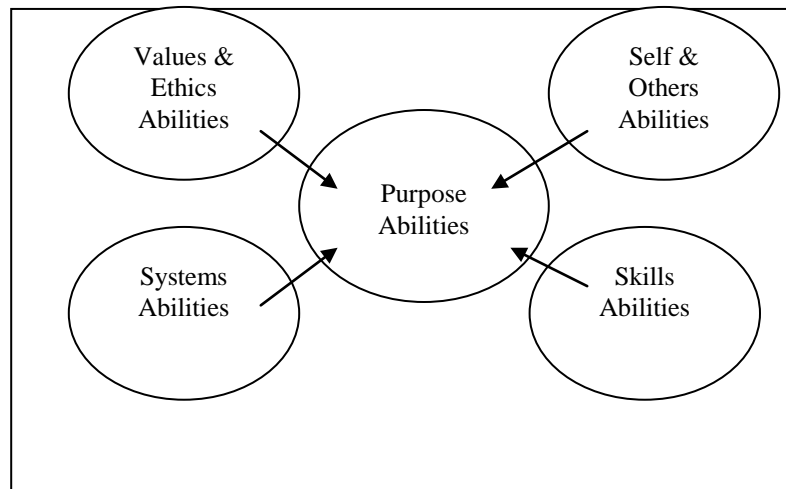
Constructive Action

You achieve your Purpose by performing a Constructive Action to benefit yourself and others. You follow the Constructive Action Method, which is a thoughtful, systematic process of planning, carrying out, and assessing the effort to achieve the Purpose.

Purpose Achievement Abilities

The knowledge and action required to carry out a successful Constructive Action to achieve a worthwhile Purpose are embodied in 24 Abilities. The Abilities are grouped by Dimension. The Purpose Dimension Abilities outline the Constructive Action Method. The Abilities for the other four Dimensions describe the rich and varied knowledge and action that a successful Constructive Action demands.

The Abilities constitute the standards for assessing student performance in each Purpose. Students are assessed twice on their use of the Abilities. In their Dimension classes they are assessed on their development of the Abilities. In their Purpose class they are assessed on their use of the 24 Abilities in a Constructive Action to achieve the Purpose.



Constructive Action to improve the world

The Abilities manifest themselves differently with each Purpose. In the table on the following pages, the generic Purpose Achievement Abilities, which are the same for every Purpose, are in bold type. Under them, the Purpose-Specific Abilities for this Purpose are in plain type.

Table of General and Specific Abilities for Purpose V
<p>Purpose Dimension Abilities</p> <p>a. Explore opportunities to improve the world. Research ways to address counseling needs at your organization.</p> <p>b. Choose the best goal. Identify a goal that will promote empowerment at your organization through counseling.</p> <p>c. Agree on a plan. Develop a plan to meet your counseling goal which includes objectives, strategies, and an evaluation plan.</p> <p>d. Carry out plan. Monitor progress and use of knowledge. Change plan as needed. Maintain a record of progress toward your goal, and evaluate each recorded event so that you can revise the plan as needed. Describe how you are using knowledge to achieve your goal</p> <p>e. Assess the results and plan the next steps. Assess how well you have met your goal for promoting empowerment through counseling. Plan how to use the knowledge gained from counseling in your future work as a human service professional.</p>
<p>Values and Ethics Abilities</p> <p>a. Clarify own values in relation to the Purpose. Describe your values as they relate to counseling.</p> <p>b. Describe individual and group values in past and present. Describe the values that people in your organization, community, and society at large have that are related to counseling.</p> <p>c. Identify value issues as they arise. Identify value issues that arise during your Constructive Action and describe how you address them.</p> <p>d. Use ethical reasoning. Use ethical reasoning to identify and resolve dilemmas that you face as you counsel.</p> <p>e. Act on ethical principles. Use ethical principles to guide your actions as you promote empowerment through counseling.</p> <p>f. Respect capacity of others to make the world better. Encourage others to continue their lifelong affective growth.</p>

Self and Others Dimension Abilities

a. Describe self in relation to the Purpose.

Assess your experiences, capabilities, and interests that are related to your role as counselor.

b. Appreciate experience and views of others.

Compare and contrast views of counseling expressed in various theories.

c. Build good relationships.

Establish and maintain effective relationships with others as needed to achieve your Purpose.

d. Communicate through reading, writing, speaking, and other modes of expression.

Communicate effectively with others (through reading, writing, listening, and speaking) as you counsel.

e. Promote growth in self and others.

Support the ability of others to function productively.

Systems Dimension Abilities

a. Describe natural, social, and technological systems related to the Purpose.

Describe the natural, social, and technological systems that may affect the delivery of counseling services at your organization.

b. Develop conceptual models of systems.

Demonstrate and explain how a variety of systems affect counseling at your organization.

c. Identify strengths of systems.

Analyze how relevant systems can help you achieve your counseling goals.

d. Identify weaknesses of systems.

Analyze how a variety of systems can negatively impact your success as a counselor at your organization, and identify ways to mitigate them.

e. Make systems better.

Work to make systems in your organization more conducive to counseling for citizen empowerment.

Skills Dimension Abilities

a. Identify and use appropriate mathematical skills.

Identify and use appropriate mathematical principles and procedures as needed to achieve your Purpose.

b. Identify and use appropriate physical skills.

Identify and develop the perceptual and physical skills needed to achieve your Purpose (such as attending to non-verbal cues during counseling sessions).

c. Identify and use specialized skills required by the Purpose.

Identify and use the specialized skills needed to achieve your Purpose (e.g, counseling techniques).

WHAT'S THE "RULE"?**Conventions for Clear and Grammatical Standard Written English**

by Jinx Roosevelt, Metropolitan College of New York

	WRONG	RIGHT	WHAT'S THE "RULE"?
1	She is a person that never sleeps.	She is a person who never sleeps. New York is a city that never sleeps.	Use "that" when referring to things; use "who" when referring to human beings.
2	There was a large amount of ice cubes in the bowl.	There was a large number of ice cubes in the bowl. or There was a large amount of water in the bowl.	Use "number" when referring to a quantity of discrete objects that can be counted; use "amount" when referring to substances that cannot be counted.
3	My sister work out every day. She and her daughter plans to run in the marathon.	My sister works out every day. She and her daughter plan to run in the marathon.	Verbs must agree with their subjects. Generally in English the singular or "he, she, or it" form of present tense verbs ends in "s" while the plural or "they" form of the verb has no special ending.
4	Somebody is forgetting their book.	Somebody is forgetting his or her book.	Pronouns must agree with the nouns they refer to. "Somebody" is singular (we say somebody is, not somebody are) and thus the pronoun must be singular also.
5	The citizens are gaining self-esteem, they often talk about going back to school.	The citizens are gaining self-esteem. They often talk about going back to school. or The citizens are gaining self-esteem; they often talk about going back to school. or The citizens are gaining self-esteem, and they often talk about going back to school.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They cannot be simply "spliced" together by a comma. (The error is called a "comma splice" and is the most common error in college writing.)
6	My CA document is almost finished soon I will be able to relax.	My CA document is almost finished. Soon I will be able to relax. or My CA document is almost finished; soon I will be able to relax. or My CA document is almost finished, so soon I will be able to relax.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They can not be simply "fused" together with no punctuation. (The error is called a "fused sentence" or a "run-on" sentence.)

	WRONG	RIGHT	WHAT'S THE "RULE"?
7	At MCNY you can get your degree in less than three years. Which I appreciate since I plan to go on to graduate school.	At MCNY you can get your degree in less than three years, which I appreciate since I plan to go on to graduate school.	Avoid sentence "fragments" by writing in complete sentences. Complete sentences contain a subject and a verb and express a complete thought.
8	The student's respect the colleges values, and the college respects the students values.	The students respect the college's values, and the college respects the students' values.	Use plain "s" to form the plural of nouns and apostrophe "s" to form the possessive of nouns. Use "s" apostrophe to form the plural possessive of nouns.
9	The computer's hard drive worked fine, but it's monitor was completely dead.	The computer's hard drive worked fine, but its monitor was completely dead. It's working fine now.	Do not use apostrophe "s" for the possessive of "it." Use "it's" only for the contraction of "it is."
10	Horace Mann (1957) referred to education as the balance wheel of the social machinery.	Horace Mann (1957) referred to education as "the balance wheel of the social machinery" (p.87). <i>(or, if the author's name is not mentioned in the text)</i> Education has been referred to as "the balance wheel of the social machinery" (Mann, 1957, p. 87).	Put quotation marks around all words that are not your own, and include a page number after the quote. (Failure to do so violates the ethics of academic life.)
11	According to Rousseau (1999), "All wickedness comes from weakness. . . . Make [the child] strong and he will be good." (p. 9)	According to Rousseau (1999), "All wickedness comes from weakness. . . . Make [the child] strong and he will be good" (p. 9).	Periods must be placed after the parenthetical citation. (Use ellipses to indicate omitted words and brackets to indicate changed words.)
12	Molefi Kete Asante argues that Eurocentrism "imposes Eurocentric realities as "universal"; i.e., that which is White is presented as applying to the human condition in general" (Noll, 1999, p. 244).	Molefi Kete Asante argues that Eurocentrism "imposes Eurocentric realities as 'universal'; i.e., that which is White is presented as applying to the human condition in general" (Noll, 1999, p. 244).	Quotes within quotes need only single quotation marks.
13	In McKay's book "Messages" the chapter on <u>Expressing</u> was somewhat problematical.	In McKay's book <u>Messages</u> the chapter on "Expressing" was somewhat problematical.	Titles of books (and journals) must be underlined or italicized; titles of chapters (and articles) belong in quotes.

THE PURPOSE DIMENSION

Overview

Students achieving the Counseling Purpose are concerned with their own empowerment as well as the empowerment of citizens. Empowerment of the student-practitioner in this Purpose will include an articulation of the student's feelings as he or she embarks upon the study of counseling.

By its very nature the counseling process must be concerned with, and aware of, potential inherent conflict between the practitioner and citizen. A resolution of such conflict is vital to the spirit of empowerment. To this end, an element of empowerment will be the clarification of clashing values and theories.

The clarification of views and conflicts represents, however, only one step in the thorough process of counseling. The attainment of a realistic measure of empowerment must include the defining and consideration of alternative choices for both practitioner and citizen. Another important aim for this Purpose is to enable student-practitioners to understand and work with their own limitations in the counseling process.

The Constructive Action

PLANNING PHASE

a Explore opportunities to improve the world

Describe your values as they relate to counseling (Values and Ethics a).

Assess your experience, capabilities and interests related to counseling (Self and Others a).

Review your agency analysis from Purpose IV. Identify formal and informal, internal and external systems at your agency (Systems a). Explain how these systems function for the agency (Systems b).

Describe the agency's values pertaining to counseling. What is the source of these values? (Values and Ethics b). How do they relate to your values? (Values and Ethics c).

Select a citizen for your Constructive Action, with input from your supervisor.

Do field research on the possibilities you have identified. Provide demographic data about members of these groups, using charts and graphs (Skills a).

Throughout this process, monitor your progress and use of knowledge (Self and Others).

b. Choose the best goal.

Determine which opportunity would be best for your Constructive Action. Use interpersonal understanding, relationship building and communications Abilities (Self and Others b, c and d).

Take account of your own interests, abilities, and learning needs.

Meet with your supervisor to decide on a citizen.

Meet with the citizen to determine his/her needs and interests (Skills c).

Do a literature review to enhance your knowledge base with respect to the needs and interests of the citizen (Self and Others b and d).

Select your long-term goal and short-term (Constructive Action) goal (Skills c).

Make a deductive argument as to why you have chosen your goal.

Throughout this process, continue to monitor your progress and use of knowledge (Purpose d). Use logs to record key events and decisions. Use process recordings to record meetings with the citizen.

c. Agree on a plan.

Make a plan in consultation with your citizen (Skills c).

Set one or more objectives for each Dimension.

Establish strategies for reaching each objective.

Identify resources and constraints in the agency (Systems c and d). State how you will make use of resources and minimize the effect of constraints (Systems c and d).

Explain how you will show respect for the citizen's capacity for growth (Values f).

Explain how you will promote growth in self and others (Self and Others c).

Explain how you expect to make the agency more responsive to human needs (Systems e).

Explain what mathematical, physical and specialized skills you will use (Skills a, b and c).

Establish the quantitative and qualitative measures you will use to determine how successful you have been in reaching your goal and achieving the Purpose.

For each objective, identify the criterion, the instrument and the outside observer.

Throughout this process, continue to monitor your progress and use of knowledge (Self and Others d). Be sure to keep logs of your first meeting(s) with the citizen.

IMPLEMENTATION PHASE

- d. *Carry out your plan. Monitor your progress and use of knowledge. Change plan as needed to achieve the Purpose.***

Meet with your citizen at least once a week for at least six weeks. Maintain a record of each session, explaining how you are using your strategies to achieve your objectives and your goal. Use the process-recording format given to you by your instructor. Analyze each session through the Dimensions, explaining what theory you are using.

Describe value dilemmas and your use of ethical reasoning and ethical principles (Values c, d and e). Describe how you are demonstrating respect for the citizen.

Describe how you are using and expanding your understanding of self and others, building relationships and communicating effectively (Self and Others b, c and d). Explain how you are promoting growth in self and others (Self and Others e).

Explain how you are making the most of systems resources and minimizing system constraints (Systems c and d) and what you are doing to make the agency more responsive to human needs (Systems e).

Describe how you are using mathematical, physical and specialized skills (Skills a, b, c).

ASSESSMENT PHASE

- e. *Assess the results and plan next steps***

Using your evaluation plan, determine which objectives were met and which were not. Present results in charts and graphs.

Identify any unforeseen results of your Constructive Action.

Sum up by evaluating your success in reaching your goal and achieving the Purpose.

Review the factors that led to these results, including your assessment of the citizen's needs and interests and the effectiveness of your strategies.

Analyze the Constructive Action in relation to the Abilities from each Dimension class and the theories associated with them, giving examples of how you used them.

Summarize what you have learned and suggest next steps for the citizen.

Abilities Checklist

Purpose Dimension Abilities

- a. **Explore opportunities to improve the world.**
Research ways to address counseling needs at your organization.
- b. **Choose the best goal.**
Identify a goal that will promote empowerment at your organization through counseling.
- c. **Agree on a plan.**
Develop a plan to meet your counseling goal, which includes objectives, strategies, and an evaluation plan.
- d. **Carry out plan.** Monitor progress and use of knowledge. Change plan as needed. Maintain a record of progress toward your goal, and evaluate each recorded event so that you can revise the plan as needed.

Describe how you are using knowledge to achieve your goal

- e. **Assess the results and plan the next steps.**
Assess how well you have met your goal for promoting empowerment through counseling.
Plan how to use the knowledge gained from counseling in your future work as a human service professional.

SUPERVISED FIELDWORK INSTRUCTIONS

FABRICATION OF FIELDWORK

Fabrication – Inventing or falsifying any data, information or records.

All assignments submitted and all assessments taken by a student shall be solely performed by the student, except where academic protocol indicates that the student may work with others. Students may not submit work that is plagiarized – representing the work of another as one’s own – or otherwise violates the academic standards of the College, including but not limited to cheating, fabrication, obstruction, collusion or violating the copyright laws of the United States of America.

Students are required to complete at least 14 hours for 14 weeks of fieldwork in order to meet the 2 credit fieldwork requirement. In Purpose 2 fieldwork consists of 1) completing the tasks of your job description as specified by the field site, and 2) completing a 2-3 hour per week, four week long project as specified in the constructive action segment of this handbook. The project may be completed during regular internship hours; it’s documentation for the constructive action document needs to be completed as homework.

Option A:

For those students who are intending to use the internships they found in Purpose 1 or who are carrying out their fieldwork at their place of employment (which has been approved by the instructor), please follow these steps:

1. Verify that the supervisor will be willing to oversee your fieldwork for a period of 14 weeks. You will be doing fieldwork at the organization for at least 14 hours per week for 14 weeks.
2. Submit a copy of the Supervised Fieldwork Acceptance Form, (Form 1) that you submitted in Purpose 1 to your constructive action instructor.
3. By week 7, your CA instructor should have contacted your supervisor to review your progress. The Coordinators for Experiential Learning will be conducting random field site visits throughout the semester. Contact with the supervisor will be done by phone, e-mail or in person.
4. At the end of the semester, make a copy of the Supervisor’s Evaluation, (Form 4). Submit the original to the supervisor and keep the copy for yourself.
5. Read the **NOTE** that follows Option B.

Option B:

For those students whom through unforeseen circumstances, need to find an internship other than the one found in Purpose 1.

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1. Contact Career Services to find leads to an appropriate internship site. The Office of Career Services provides plenty of resources to assist you in the process.
2. Ask the supervisor of the organization to see if s/he will be willing to supervise your fieldwork for a period of 14 hours per week for 14 weeks. If the supervisor is willing to provide supervision, they will sign the Supervised Fieldwork Acceptance Form (Form 1).
3. Complete the Fieldwork Agency Agreement Form (Form 2) and the Organizational Profile (Form 3) in consultation with the supervisor.
4. Make copies of the Supervised Fieldwork Acceptance Form (Form 1) and submit original form to your CA Instructor by week 2.
5. Follow steps 3-5 of Option A.

Note:

- A. Please ensure that all documents are completely filled out with your name, Purpose, site, supervisor's name, and instructor's name.
- B. From Purposes 2 through 8, the four documents students must submit are:
 1. Supervised Fieldwork Acceptance Form (Form 1)
 2. Fieldwork Agency Agreement Form (Form 2)*
 3. Organizational Profile (Form 3)*
 4. Supervisor's Evaluation of Student Performance (Form 4)

*Only one version of Form 2 and Form 3 is necessary per fieldwork site. You may contact the Coordinators for Experiential Learning to determine your fieldwork site's status with MCNY.

Documents will be disseminated in your CA class (please note that your CA instructor can opt to have you obtain your fieldwork documents from the MCNY Website – www.metropolitan.edu). Students must, in collaboration with their Supervisors, fill out each form and submit the originals to their CA Instructor and retain a copy for their personal records by week 2. CA Instructors will return original forms to CELS by week 2. Students beginning class after week 2 are responsible for submitting fieldwork forms to CA Instructor shortly thereafter. Students will no longer submit or receive forms from the Office of Career Services. Students should ensure that these documents are submitted every semester from Purpose 1 – Purpose 8. Failing to submit proper documentation each semester may affect students' academic standing.

To find job leads or additional resources, you may consult the Office of Career Services at 75 Varick Street, 12th floor, Room 1279. You may phone 212-343-1234 Ext. 5003 or fax to 212-334-4890 you may also e-mail Careerservices@Metropolitan.edu.

THE VALUES AND ETHICS DIMENSION

Legal and Ethical Issues in Counseling

Overview

Counseling in practice involves many important and challenging ethical issues. Ethics are moral principles adopted by an individual or group to provide rules for right conduct. Ethical issues in the mental-health professions are regulated both by laws and by professional codes. Law reflects the minimum standards that society will tolerate; ethics represents the ideal standards set by professionals. The perfect mix in a helping relationship must include ethics, an understanding of the law, and the counselor's experiences.

Counselors usually acquire an extensive theoretical and practical knowledge as a basis for their practice. But to every therapeutic session they also bring their human qualities and their life experiences. A counselor's beliefs, personal attributes, and ways of living inevitably influence the way he or she functions as a professional. However, functioning ethically while understanding basic laws surrounding the profession is important.

At this point in your field experience, you have much more power in relation to citizens than you have had before. This is why the various value issues raised by counseling must be addressed and, where possible, answered through the formulation of clear ethical maxims. This Values and Ethics Dimension class is designed to serve as a forum for discussing these issues and helping you to develop moral and ethical insight concerning your professional practice.

Required texts

Corey, G., & Corey, M. (2003). *Issues and Ethics in the Helping Professions*. (7th ed.).

Boston: Brooks/Cole Publishing

Objectives

1. Describe your own beliefs about counseling and their impact on citizens
3. Identify and describe the values related to counseling at your organization
4. Describe professional ethics and their implications for the helping relationship
5. Identify boundaries and how they impact on multiple relationships
6. Describe and analyze conflict dilemmas and methodologies for their resolution.
7. Identify areas of confidentiality and their importance in professional relationships

Assessment

Students will be assessed on the following:

1. Class Attendance and Punctuality
2. Participation
3. Written Assignments

4. Mid-Term and Final examinations

Class sessions

1	Introduction: Professional Values, Ethics, and the Law	
2	Self Awareness Issues and Counseling Read: Corey, The Counselor as a Person and as a Professional	Ch. 2
3	Clarifying your Values Read: Corey, Values and the Helping Relationship	Ch. 3
4	Client Rights, do they have any? Read: Corey, Client Rights and Counselor Responsibilities	Ch. 4
5	Ethical Issues of Importance Read: Corey, Confidentiality - Ethical and Legal Issues	Ch. 5
6	Information Policy in the Electronic Information Age Read: "Information Policy in the Electronic Information Age: Ethical, Policy and Legal Implications for the Human Services" in <u>The Internet and Technology for the Human Services</u> , Karger, H. & Levine, J.	
7	Controversial Issues and Boundaries Read: Corey, Managing Boundaries and Multiple Relationships	Ch. 7
8	MIDTERM EXAMINATION Clarifying Values, Ethics, and Ethical Dilemmas	
9	Awareness of Differences Read: Corey, Multicultural Perspectives and Diversity Issues	Ch. 10
10 - 11	A View of Vulnerable Populations Video: "Philadelphia"	Ch. 13
12	Social Problems Taken Into Consideration Video: "Philadelphia"	Ch. 11
13	The Rights of Special Populations and Professional Codes Read: Dickson, Families and Children II: Child Abuse Termination of Rights, Foster Care and Domestic Violence	Ch. 10

- 14 Read: Dickson, Law in the Workplace: Sexual Harassment, Drug Testing and Employee Assistance Programs Ch. 14
- 15 FINAL EXAMINATION
Laws Governing Special & Vulnerable Populations

Abilities Checklist

Values and Ethics Abilities

- a. Clarify own values in relation to the Purpose.**
Describe your values as they relate to counseling.
- b. Describe individual and group values in past and present.**
Describe the values that people in your organization, community, and society at large have that are related to counseling.
- c. Identify value issues as they arise.**
Identify value issues that arise during your Constructive Action and describe how you address them.
- d. Use ethical reasoning.**
Use ethical reasoning to identify and resolve dilemmas that you face as you counsel.
- e. Act on ethical principles.**
Use ethical principles to guide your actions as you promote empowerment through counseling.
- f. Respect capacity of others to make the world better.**
Encourage others to continue their lifelong affective growth.

THE SELF AND OTHERS DIMENSION

Models of Counseling

Overview

Students will be introduced to a variety of approaches to counseling. Different theories and associated practical approaches to counseling will be considered in order to gain a comprehension of the range of the field in its entirety. Students will be invited to compare and contrast these approaches in terms of their claims regarding human nature, practical applications, and appropriateness to special populations.

In considering each theory, emphasis will be placed on the existential dimension of the counseling relationship: the way two human beings can engage with each other to help each other deal with personal issues, grow as personalities, and accept responsibility as citizens. In all cases the student will be expected to recognize the constraints of the social environment out of which each theory emerged and within which each theory finds application.

The course is divided into two parts: in the first, students gain a basic understanding of the concepts and assumptions associated with each counseling approach; in the second, the focus is on independent critical assessment of the theories and evidence supporting them. Students will be expected to identify the approach they feel most comfortable with and which seems to them to offer the greatest opportunity to empower their citizens.

Required texts

Hergenhahn, B.R. & Olson, M. (2003). *An Introduction to theories of personality* 7th (ed.).

New York: Prentice Hall.

Sophocles (1984). *The three theban plays* - Fagles, R. (Translator). New York: Penguin Classics.

Objectives

1. Identify and be able to use the correct terminology and techniques that are associated with each counseling theory studied.
2. Identify the relationship between theories of personality and models of counseling.
3. Identify the primary differences between the various schools of thought within the counseling field.
4. Identify the theory or theories with which you are most comfortable and would like to study in greater depth.

Assessment

1. Class Attendance and Punctuality
2. Participation
3. Assignments on class content
4. Midterm and Final Exam

Class sessions

- 1 - 2 Introduction: Personality Theories
Focus: What is a theory? What is personality?
Read: "Oedipus the King," Sophocles
- 3 Psychoanalysis: Sigmund Freud
Read: Hergenhahn & Olson, "Sigmund Freud," pp. 1 - 62
- 4 Psychoanalysis: Carl Jung
Read: Hergenhahn & Olson, "Carl Jung," pp. 63 - 95
- 5 Psychoanalysis: Alfred Adler
Read: Hergenhahn & Olson, pp. 96 - 127
- 6 Psychoanalysis: Erik Erikson
Read: Hergenhahn & Olson, pp. 157 - 188
- 7 Psychoanalysis: Karen Horney
Read: Hergenhahn & Olson, pp. 128 - 156
- 8 MIDTERM
- 9 Behaviorism: B.F. Skinner
Read: Hergenhahn & Olson, pp. 271 - 304
- 10 - 11 Cognitive Social Theory: Albert Bandura & Walter Mischel

Read: Hergenhahn & Olson, 343 - 378

12 - 13 Humanistic Psychology: Carl Rogers & Abraham Maslow

Read: Hergenhahn & Olson, pp. 467-500; 501 - 534

14 Existential Psychology: Rollo May

Read: Hergenhahn & Olson, pp. 535 - 565

15 Final

Abilities Checklist

Self and Others Dimension Abilities

a. **Describe self in relation to the Purpose.**

Assess your experiences, capabilities, and interests that are related to your role as counselor.

b. **Appreciate experience and views of others.**

Compare and contrast views of counseling expressed in various theories.

c. **Build good relationships.**

Establish and maintain effective relationships with others as needed to achieve your Purpose.

d. **Communicate through reading, writing, speaking, and other modes of expression.**

Communicate effectively with others (through reading, writing, listening, and speaking) as you counsel.

e. **Promote growth in self and others.**

Support the ability of others to function productively.

THE SYSTEMS DIMENSION

Counseling Systems

Overview

The Systems Dimension for Purpose V, **Promoting Empowerment through Counseling**, focuses on systems of community counseling. Counseling is an important aspect of human services. It developed out of the need to help people of all ages resolve normal conflicts and stresses experienced in everyday living and to clarify and pursue their needs and interests. In this course, three topics pertaining to counseling systems are introduced: 1) community counseling, as a new but transitional paradigm for counseling, 2) the function of social support systems within that paradigm and 3) the impact of technological systems, i.e. listservs, e-mail, web pages, newsgroup, hotlines on the practice of community counseling.

The Systems Dimension focuses a) on the multifaceted community counseling model, examining the individual through an ecological/holistic prism and b) on the use of the Internet as a new support system for community counseling. The course highlights the individual's interaction with and dependence on the environment. Key environmental components are the social support systems, formal and informal, and the technological systems that play a key role in the growth and well being of individuals. As part of the technological component of the course, students will learn to work with relevant web sites and to design their own web page for counseling a vulnerable population.

Human service professionals have increasingly recognized that counselors have a role to play, not just in helping individuals, but in affecting whole communities as well. It is apparent that counselors must meet the unique needs of individual citizens and entire communities, an effort that is the cornerstone of the community-counseling model. Another crucial aspect of the counseling process is the human service practitioner's understanding and effective utilization of a) social support and b) technological systems to help people deal with a variety of psychosocial problems.

Required texts

Lewis, J. A. & Lewis, M. D. (2003) *Community Counseling* 3rd (ed.) .Boston: Brooks/Cole.

Finn, J. & Holden, G. (2000) *Human Services Online: A New Arena for Service Delivery*.

Haworth Press.

Objectives

1. Describe paradigm shifts in natural, social and technological systems related to counseling.
2. Develop new conceptual models relevant to community counseling systems.
3. Distinguish between micro-, exo- and macro-systems.
4. Identify strengths and weaknesses of relevant counseling systems.
5. Make systems better through the use of technology (listservs, email, chat rooms, web-pages, etc.)

Assessment

1. Class Attendance and Punctuality
2. Participation
3. Assignments on class content
4. Midterm and Final Exam

Class sessions

- 1 - 2 Introduction: Community Counseling and Systems Theory

Assignment: Lewis & Lewis, Chapter 1, "The Community Counseling Model," pp. 1 - 39
- 3 Community Counseling as Preventive Education
Assignment: Lewis & Lewis, Chapter 2, "Preventive Education," pp. 45 - 79
- 4 Community Counseling and Vulnerable Populations

Assignment: Lewis & Lewis, Chapter 3, "Outreach to Vulnerable Populations," pp. 86 - 118
- 5 Practical Applications of Community Counseling

Assignment: Lewis & Lewis, Chapter 4, "Community Counseling and the Counseling Process," pp. 122 - 165
- 6 Community Counseling and Social Policy

Assignment: Lewis & Lewis, Chapter 5, 171 - 211
- 7 MIDTERM
- 8 Community Counseling and Technology
 - a. uses of the internet for human service professionals
 - b. conducting research through the internet
 - c. networking with other professionals
Read: "Introduction"; "the HIV Cybermail" in Human Services Online: A New Arena for Service Delivery.

9 - 14 Community Counseling and Technology (continued)

- a. human service professionals and on-line security
- b. listservs
- c. newsgroups
- d. using web sites
- e. designing a web page

Read: Selected Readings in Human Services Online: A New Arena for Service Delivery.

15 Final Examination: WEB PAGE PRESENTATIONS

Abilities Checklist

Systems Dimension Abilities

a. Describe natural, social, and technological systems related to the Purpose.

Describe the natural, social, and technological systems that may affect the delivery of counseling services at your organization.

b. Develop conceptual models of systems.

Demonstrate and explain how a variety of systems affect counseling at your organization.

c. Identify strengths of systems.

Analyze how relevant systems can help you achieve your counseling goals.

d. Identify weaknesses of systems.

Analyze how a variety of systems can negatively impact your success as a counselor at your organization, and identify ways to mitigate them.

e. Make systems better.

Work to make systems in your organization more conducive to counseling for citizen empowerment.

Recommended readings

Gottlieb, B. H. (1983) *Social support strategies: Guidelines for mental health practice*

New York: Sage.

Kreppner & Lerner (1989). *Family systems life span development* New York: Erlbaum

Lepman, & Longino. ormal and informal support: A conceptual clarification.

Journal of Applied Gerontology (1, 141-146)

THE SKILLS DIMENSION

Professional Skills for Counseling

Overview

The skills dimension course recognizes the changes that have recently transpired across the counseling spectrum. Managed care has dramatically altered the landscape. The emphasis has shifted from long-term intervention to directive, action oriented, and out-come oriented counseling. Within this context, this course highlights three primary areas: (1) The understanding of and adoption of a personal counseling theory by the student, for it is felt that it is imperative that the counselor establish a solid and defensible theoretical foundation for his/her practice: (2) The identification, understanding, and application of generic practice skills that transcend modalities. It is assumed that there is a core of roles and skills generic to the field of human services: (3) The identification, understanding and application of skills that are particularly helpful to the counselor. Knowledge about and utilization of such skills will help the student to formulate and practice effective intervention strategies.

It is acknowledged that this course cannot develop skills for the student, for these must be acquired via practice. The central theme postulated is that the student must become familiar with generic counseling skills and appreciate that they should be applied not only impromptu, but also in a planned and purposeful manner. To this end, appropriate intervention strategies and skills will be identified, discussed, and connected to each stage of the professional relationship and to the student's work in the field.

Objectives

1. Identify and utilize an appropriate counseling theory to help guide your practice.
2. Identify and develop the perceptual and physical skills needed to achieve your purpose (attending to non-verbal cues, etc.).
3. Identify and use the specialized skills needed to achieve your purpose.

Assessment

1. Class Attendance and Punctuality
2. Participation
3. Exams and assignments on class content
4. Acquisition of Purpose-specific Abilities

Required readings

H. Hackney and S. Cormier (6th ed) *The Professional Counselor - A Process Guide to Helping*

Class sessions

- I Context for counseling
Read: Hackney & Cormier, Chap. 1
- 2 Stages & skills of counseling
Read: Hackney & Cormier, Chap. 2
- 3 Rapport & Relationship
Read: Hackney & Cormier, Chap. 3
- 4-5 Assessing Client Problems
Read: Hackney & Cormier, Chap. 4
- 6 Developing counseling goals
Read: Hackney & Cormier, Chap. 5
- 7 Defining strategies & selecting interventions
Read: Hackney & Cormier, Chap. 6
- 8 Affective interventions
Read: Hackney & Cormier, Chap. 7
- 9 Cognitive interventions
Read: Hackney & Cormier, Chap. 8
- 10 Behavioral interventions
Read: Hackney & Cormier, Chap. 9
- 11 Systemic Interventions
Read: Hackney & Cormier, Chap. 10
- 12 Termination
Read: Hackney & Cormier, Chap. 11

13 Crisis Intervention

Read: Hackney & Cormier, Chap. 12

14 Wrap Up

15 **Final Examination**

Abilities Checklist

Skills Dimension Abilities

a. **Identify and use appropriate mathematical skills.**

Identify and use appropriate mathematical principles and procedures as needed to achieve your Purpose.

b. **Identify and use appropriate physical skills.**

Identify and develop the perceptual and physical skills needed to achieve your Purpose (such as attending to non-verbal cues during counseling sessions).

c. **Identify and use specialized skills required by the Purpose.**

Identify and use the specialized skills needed to achieve your Purpose (e.g., counseling techniques).

Recommended readings

Atkinson, D. R. & Hackett, G. (1998). *Counseling diverse populations.*

Boston: McGraw-Hill.

Axelson, J. A. (1993). *Counseling & development in a multicultural society.*

(2nd ed.). Pacific Grove, CA: Brooks/Cole.

Bandura, A. (1969). *Principles of behavior modification.* Englewood Cliffs,

NJ: Prentice Hall.

Beck, A. T. (1976). *Cognitive therapy of depression.* New York: Guilford Press.

Byrne, R. H. (1995). *Becoming a master counselor.* Pacific Grove, CA:

Brooks/Cole.

Cook, E. P. (1993). *Women, relationships, & power: implications for counseling*

Alexandria, VA: ACA Press.

Cormier, S. & Hackney, H. (1999). *Counseling strategies & interventions.*

Boston: Allyn & Bacon.

Murphy, B. C. Dillon, C.. (1998). *Interviewing in action.*

Pacific Grove, CA: Brooks/Cole.

Neukrug, E. (1999). *The world of the counselor.* Pacific Grove, CA:

Brooks/Cole.

Okun, B. F. (1997). *Effective helping.* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Patterson, L. E. (2000). *The counseling process.* (5th ed.). Boston: Houghton Mifflin.

Skovholt, Thomas M. (2001). *The resilient practitioner.* Boston: Allyn & Bacon.

Srebalus, David J. & Brown, Duane. (2001). *A guide to the helping profession.*

Boston: Allyn & Bacon.

Thompson, C. L. & Rudolph, L. B. (2000). *Counseling children.* (5th ed.).

Belmont, CA: Wadsworth.