WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

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<tr>
<th>COURSE NUMBER:</th>
<th>MEC 6502</th>
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<tbody>
<tr>
<td>COURSE TITLE:</td>
<td>Tools and Techniques of Individual Counseling I</td>
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College of Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven (8) and ensuring that programs promote the effective use of technology.

I. COMPETENCY

National/Delaware’s Model School Counseling Program Standards

Competency Academic Development

1. Standard A Students will acquire the attitudes, knowledge and the skills that contribute to effective learning in school and across the life span.

2. Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including University.

3. Standard C Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

4. Standard A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

5. Standard B Students will employ strategies to achieve future career success and satisfaction.

6. Standard C Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal /Social Development

7. Standard A Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

8. Standard B Students will make decisions, set goals and take necessary action to achieve goals.

9. Standard C Student will understand safety and survival skills.
Program Competencies, Knowledge and Performance

1. Develop an understanding of human behavior and child development in order to address the cognitive, personal, social, and career needs of children and adolescents.

2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.

3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.

4. Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.

5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks.

6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.

7. Acquire an understanding of family and marital systems, as well as the consultation process needed to work with parents, teachers, administrators, and the community to achieve common goals for the education of children.

8. Develop the knowledge and expertise needed to provide youth with career development information. In addition, know how to locate information and resources which will facilitate academic, social-personal, and career decision making.

9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association

Graduation Competencies

It is intended that students will have an advanced level of applicable knowledge in the following areas as appropriate to one’s field of study:

1. Oral Communication
   1.1 Speak with confidence, clarity, and conciseness.
   1.2 Research, prepare, and deliver professional presentation.

2. Written Communication
   2.1 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
   2.2 Utilize appropriate APA format for scholarly writings.

3. Disciplined Inquiry
   3.1 Utilize quantitative, qualitative and scientific reasoning to solve problems.
   3.2 Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
   3.3 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

4. Information Literacy
   4.1 Access and use information effectively, efficiently, and appropriately.
   4.2 Evaluate the quality of sources and content.
   4.3 Use technology to effectively locate and communicate information

5. Ethics
   5.1 Demonstrate knowledge and application of prescribed ethical codes
II. COMPETENCY BASED INSTRUCTION

| Program Competency: 3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results. |
| Program Competency: 5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks. |
| Program Competency: 6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents. |
| Program Competency: 7. Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in any professional environment. |
| Program Competency: 9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association. |

Graduation Competency: 3 Disciplined Inquiry  b. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation.

III. MAJOR INSTRUCTIONAL GOALS:

GOAL 1: Demonstrate the knowledge, skills, techniques, and critical thinking needed to begin interviewing and counseling with individuals and apply flexible thinking while maintaining results-orientated sessions.

Learning Outcomes: The student will
1-1 Discuss the theoretical bases for the different counseling theories.
1-2 Discuss personal change philosophies and personal counseling styles.
1-3 Describe different models of change and the different processes of counseling.
1-4 Discuss skill integration of techniques as related to theories, situations, and cultural groups.
1-5 Discuss the characteristics of an effective helper with self-assessment

GOAL 2: Practice micro skills of interviewing and counseling through demonstration and role-playing.

Learning Outcomes: The student will
2-1 Model "attending behavior" skills.
2-2 Demonstrate active listening skills using narrative theory and storytelling.
2-3 Model an effective structured session based on hierarchy micro skills
2-4 Use appropriate questioning and clarifying techniques in contrived role playing.
2-6 Demonstrate ability to observe verbal and nonverbal discrepancies and conflicts
2-7 Demonstrate skills needed for effective brainstorming and acquiring client commitment.
2-7 Explain and demonstrate the process for assessing client problems.
2-8 Describe methods of clarifying problems and prioritizing issues
2-9 Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation.

GOAL 3: Demonstrate the knowledge of academic, social, career, and personal issues of individual counseling and the unique skills in dealing with students of various age levels.

Learning Outcomes: The student will
3-1 Discuss various counseling needs dependent on academic, personal, career, and personal issues.
GOAL 4: Understand the place of individual interviewing and counseling sessions within the ASCA National Model framework for a comprehensive guidance program.

Learning Outcomes: The student will
4-1 Discuss the individual counseling process in relation to a continuum of services in a comprehensive guidance program.
4-2 Discuss the benefits of individual counseling interventions in a school setting.
4-3 Documents the development of students’ informational-processing skills, communication skills, and interpersonal skills.

GOAL 5: Understand the assessment process with data collection and student monitoring that leads to appropriate referrals in the school districts and in the community.

Learning Outcomes: The student will
5-1 Understand the constraints the counselor has in counseling situations.
5-2 Investigate the referral resources in the school districts and the community.
5-3 Develop a referral list.
5-4 Discuss student assessment and when referral is appropriate.

GOAL 6: Apply ethical and legal standards to individual interviewing and counseling sessions, especially the confidentiality.

Learning Outcomes: The student will
6-1 Become familiar with the ethical standards (ASCA, ACA) of the counseling profession, especially confidentiality.
6-2 Investigate legal issues relevant to school counseling.
6-3 Develop a procedure for stating the limits of confidentiality.
6-4 Discuss the ramifications of confidentiality.
Required Assignments and Exams:
1. Recorded client session/ self assessment #1 10%
2. Recorded client session/ self assessment #2 20%
3. Recorded client session/ self assessment #3 20%
4. Referral resource List 10%

IV. ATTENDANCE POLICY:
Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

STRUCTURED EXTERNAL ASSIGNMENTS
RECORDED CLIENT/STUDENT SESSION
The student counselor will record present an individual counseling session that demonstrates affective micro and macro counseling skills, as well as an understanding of developmental, cognitive, personal, social, and career needs of students in a multicultural world. The student will self-assess determining areas of strength and areas needing improvement. The student will develop a plan for counseling skill development.
MEC Tools & Techniques of Individual Counseling
Assessment of Counseling Skills

Counselor ________________________________  Date: ________

Client/Student: ________________________________  Session #____

Counseling Format: Individual____  Group____  Family____

1 = needs improvement;  2 = adequate;  3 = good;  4 = student strength;  5 = exceeds expectations

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<td>Connecting thinking, feeling, or behavior</td>
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<td>Proper sequencing of action steps</td>
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### Closing

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Counselor’s areas of strength:
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__________________________________________________________________________________________
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__________________________________________________________________________________________

Counselor’s areas requiring additional development:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**Final Grade:** __________  
**Date:** __________

_________________________  
**Instructor**  
_________________________  
**Student**