WILMINGTON UNIVERSITY
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
BASIC COURSE INFORMATION

COURSE TITLE:  Counseling Process: Techniques and Applications  
COURSE NUMBER:  PSY 403

I. RATIONALE:

This is an advanced upper division course for students, enabling them to practice counseling techniques. This course does not qualify students to be counselors; however, it will improve their ability to interact with others.

As Psychology professionals, we recognize that reactions to trauma come in many forms. The content of this course, and discussions about trauma from different perspectives, may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

II. MAJOR INSTRUCTIONAL GOALS

GOAL A: 
The student will be familiar with various counseling theories and techniques.

Learning Outcomes: The student will:

A-1 Describe various counseling theories.
A-2 Identify key concepts and therapeutic process for each counseling theory.
A-3 Identify key individuals associated with various counseling theories.

GOAL B: 
The student will demonstrate applications of various counseling theories.

Learning Outcomes: The student will:

B-1 Identify the specific skills and techniques related to various counseling theories; for example, cognitive, behavioral and psychoanalytic.
B-2 Practice counseling skills and techniques using methods such as role play.
GOAL C:
The student will understand the appropriateness/effectiveness of certain techniques with certain counseling situations, but not with others.

Learning Outcomes: The student will:

C-1 Demonstrate an underlying knowledge of strengths and weaknesses of each counseling approach.
C-2 For each major diagnostic category, compare and contrast two major counseling styles.

GOAL D:
The student will develop an understanding of which theoretical approach best suits his/her personality and belief system.

Learning Outcomes: The student will:

D-1 Clarify his/her own beliefs in relation to counseling related issues and human nature in general.
D-2 Compare and contrast his/her own belief system with key concepts, philosophies and goals and various counseling theories.
D-3 Identify compatibility between his/her personality and various counseling methods.

GOAL E:
The student will demonstrate an understanding of ethical issues related to counseling.

Learning Outcomes: The student will:

E-1 Identify his/her own limitations as a counselor such as level of proficiency, experience with various client population, and personal biases.
E-2 Identify various codes of ethics such as NASW, ACA, and APA.
E-3 Explain legal and ethical implications of misrepresentation.

GOAL F:
The student will use appropriate written and oral communication.

Learning Outcomes: The student will be able to:

F-1 Communicate information orally in a logical and grammatical manner.
F-2 Present written information using standard APA style.