

MENNONITE BRETHERN BIBLICAL SEMINARY

COURSE: DS 512
TITLE: INTRODUCTION TO COUNSELING
UNITS: 1.0
OFFERED: FALL 2008
INSTRUCTOR: MARY A. SHAMSHOIAN, M.A., L.M.F.T.
TELEPHONE: (559) 452-1778
SCHEDULE: SIX EVENINGS, TO BE ARRANGED WITH STUDENTS
LOCATION: FRESNO CAMPUS, CLASSROOM TBA

COURSE DESCRIPTION:

This course provides an introduction to counseling theories and techniques with an emphasis on acquiring basic counseling skills. It is designed to meet the MFCC program entrance requirement of an undergraduate course in counseling.

COURSE OBJECTIVES:

Students will become familiar with counseling theory through exposure to a variety of contrasting theoretical models and information about the therapeutic process. Students will learn practical elements of the therapeutic interaction, practice basic counseling skills, and integrate theory with experiential learning. Students will be encouraged to examine their own personal qualities that enhance and hinder their ability to be therapeutic. Students will also begin to integrate their concepts of spirituality with their concepts of the therapeutic process.

RELATED LEARNING OUTCOMES:

Students will begin introductory work towards the following MBBS learning outcomes—articulating integrative views of humanity, theology, and counseling (MFCC 4.1), demonstrating the appropriate use of one's personal self in response to human need (MFCC 4.3), demonstrating practice consistent with the laws and ethics that apply to counseling (MFCC 4.4), demonstrating an understanding of a wide variety of counseling theories and techniques (MFCC 4.5), demonstrating proactive relational skills across cultures (MFCC 4.7).

PRIMARY TEXT(S):

Corey, Gerald (2005). Theory and Practice of Counseling and Psychotherapy (Seventh Edition). Pacific Grove, CA: Brooks/Cole Publishing.

Cormier, Sherry & Hackney, Harold (2007). Counseling Strategies and Interventions (Seventh Edition). Needham Heights, MA: Allyn and Bacon Publishing.

ADDITIONAL READING(S) ON RESERVE:

Carkhuff, Robert R. (1993). The Art of Helping (Seventh Edition). Amherst, MA: Human Resource Development Press, Inc.

Egan, Gerard (1990). The Skilled Helper: A Systemic Approach to Effective Helping (Fourth Edition). Belmont, CA: Brooks/Cole Publishing.

Okun, Barbara F. (1997). Effective Helping: Interviewing and Counseling Techniques (Fifth Edition). Pacific Grove, CA: Brooks/Cole.

COURSE REQUIREMENTS AND EVALUATION:

1. Class attendance and participation	10 pts
2. Process paper: Personal Motivation	10 pts
3. Worksheet: Theory Grid	15 pts
4. Quiz: Theory	10 pts
5. Quiz: Counseling Skills	10 pts
6. Demonstration: Counseling Skills	20 pts
7. Demonstration: Observer Comments	5 pts
8. Integrative Paper: Theory and Skills	20 pts

GRADING:

Assignments must be turned in on time for full credit. Late assignments result in a deduction of points equivalent to one-half letter grade per week late. Repeated tardies or absences result in a loss of participation points.

A= 100 – 94%	A-= 93 – 90%	B+= 89 – 87%
B= 86 – 83%	B-= 82 – 80%	F= 69% and below

REQUIRED PAPERS:

Personal Motivation Process Paper (due at the fourth class meeting): Write a three page essay discussing the personal needs and motivations which led you to seek a career in counseling. How might those needs and motivations affect your potential to be an effective counselor (both positively and negatively)? Are there values inherent in your motivation which might affect the therapeutic process or the manner in which you work as a therapist?

Theory and Skills Integrative Paper (due one week after the final class): Write a three to five page essay that begins to articulate your personal theoretical orientation to counseling. Please include: key concepts of your approach, central techniques and methods, goals, your role as therapist and strengths/weaknesses of your chosen perspective. Discuss the integration of your faith commitment/religious beliefs with your theoretical orientation, including comparing key concepts of your theory with Scriptural concepts of human development and character.

Hard copies of papers are preferred, although WORD copies of the integrative paper will be accepted in consideration of those commuting. Papers submitted in envelopes will be returned in envelopes. Students wishing to have their papers mailed back to them should provide a self-addressed, stamped envelope.

SUGGESTED READING SCHEDULE:

Before class begins-- Corey: chapters 1-3; Cormier/Hackney: chapters 1-5

By the third meeting-- Corey: chapters 4-14; Cormier/Hackney: chapters 6-9

By the fifth meeting-- Cormier/Hackney: chapters 10 & 11

Before the final paper-- The remaining chapters of Corey, and Cormier/Hackney

Instructions for completion of the other requirements will be included in the *Course Outline*, which will be available at the first class.

COURSE POLICIES:

MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies/>. These policies provide guidance on academic integrity and plagiarism, accommodation for disabilities, incomplete coursework, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation you face in your studies, please speak to the professor or consult with the Registrar.