

Coun 224
Counseling Practice in Contemporary Society
Fall, 2003, Tuesdays 6:20 p.m.

Daniel Sciarra, PhD
Office: Hagendorn 152
Phone: 463-7451
E-mail: dsciarra@hofstra.edu
Office Hours: Tuesday 4-6

Course Description:

This course is designed to strengthen the student's knowledge and skills regarding career development and specific counseling topics and issues related to counseling in contemporary society. Attention is paid to the broader conceptual and investigative issues important to each topic as well as specific counseling strategies and interventions.

Through classroom instruction, discussion, and supervised practice via role play, students are assisted in integrating knowledge gained from Coun 223 with continued counseling skills development along with deepening their knowledge of specific counseling issues.

Via discussion and role play, students are expected to enhance their self-knowledge and awareness, allowing themselves to be impacted by the different topics and sharing their reactions. Through such exchange, it is hoped that students will think critically about their own issues in becoming counselors and gain a perspective on what they as individuals bring to the counseling relationship.

The class format will include lectures, discussion, audio-visual presentations, and experiential activities. Students are responsible for participating in class discussions as reading assignments and material presented by the instructor are viewed as starting points for an exchange of ideas rather than material to be fed back on exams.

Course Objectives:

1. To facilitate the personal development and self-awareness which are essential prerequisites to effective counseling.
2. To promote the exploration of counseling knowledge and skills, leading to an understanding of the role and responsibilities of the counselor as a change agent in a pluralistic society.
3. To foster enhanced skill development with specific topics in each counselor-in-training in order to enable him or her to make a significant contribution to the development of young people.
4. To challenge counselors-in-training to be reflective practitioners who will continually deliberate, critique and analyze their learning experiences upon their professional development.

5. To enhance sensitivity to issues of cultural diversity both in knowledge of and strategies for the counseling topics covered in the course.
6. To deepen theoretical and scientific (understood as awareness of the research) knowledge of counseling issues relevant to contemporary society.
7. To facilitate cultural identity awareness especially as it relates to issues of race and gender.
8. To enhance knowledge and command of APA style in writing papers. (students are expected to own a copy of APA Publication Manual, 5th edition).

Required Texts:

Sciarra, D.T. (2004). School counseling: Fundamentals and contemporary challenges. Pacific Grove, CA: Brook/Cole. (Available 10-31-03).

Recommended Text:

Herring, R.D. (1998). Career counseling in schools. Alexandria, VA: American Counseling Association

McWhirter, J.J., McWhirter, B.T., McWhirter, E.H., McWhirter, R.J. (2004). At-risk youth: A comprehensive response for counselors, teachers, psychologists, and human services professionals (3rd ed.). Pacific Grove, CA: Brooks/Cole.

American Psychological Association (201). Publication manual of the American psychological association (5th ed.). Washington, DC: American Psychological Association.

Course Requirements:

1. Class Attendance: You are expected to attend class. Most classes will have relevant discussions and planned participatory activities. If you miss class, your grade for participation will be affected.
2. Career Development Paper: Here, you will select from the theories of career development and apply it to your own life. You should include different career choices such as jobs, undergraduate major, and perhaps most especially your decision to study counseling. **4-5 pages**.
3. Semester Project. There are several possibilities.
 - A. Write an individual investigative paper based on a topic that interests you.

B. Develop a school and community wide prevention/intervention project. This may be done in teams.

C. Do some original research on a topic. For example, you could talk to (interview) school counselors and other appropriate school personnel about how they deal with one of the problems/challenges we have covered this semester along with your own recommendations. This can also be done in teams.

More explanation and clarity about the semester project will be given in class. However, you should decide early on a topic and the kind of project you wish to do. The length of the project will depend on how many are involved in doing it.

You should attempt to write in APA style. Most important for these papers will be title page, headings, and format. Use an acceptable APA font, type size (pitch) of 12, and double space (see p. 286 of APA manual for the definition of double space). Margins are one inch on all sides. Any apparent attempt to "space out" your paper is looked upon unfavorably. For the investigative paper, proper referencing is important.

4. Final Exam in the form of a comprehensive essay question.

Grading

Course requirements will be given the following weights in the computation of the final grade:

Career Paper	20
Term Project	45
Final Exam	25
Participation/Attendance	10

Total **100%**

Letter grades are assigned and equate to the following 4 point scale:

A	4.0	C+	2.5
A-	3.6	C	2.2
B+	3.3	C-	2.0
B	3.0	D	1.5
B-	2.8	F	1.0

Note: Since this is a six credit course taught in conjunction with Dr. McLean, only one final grade will be submitted. Your grade from this section will count 50% towards the

final grade; Dr. McLean's section 50%. Your final grade will be the average of the two grades submitted by Dr. McLean and myself.

Course Outline and Assigned Readings

Since every class has a dynamic of its own, the following outline is tentative and subject to change. However, barring notification from the instructor, students are responsible for the reading and assignment due dates listed below. In addition, questions from the end of each chapter will be assigned to prepare for small group discussion.

Date	Topic	Assignment
Feb 3 TU	Introductions; Background to Coun 224; Goals and Objectives; Review Syllabus; Research Support	Read Syllabus
PART I – CAREER COUNSELING AND DEVELOPMENT		
Feb 10 TU	Work Trends/Employment Projections Career Counseling Theory	Hecker, pp. 57-84 (emailed to you) Sciarra, Chapter 5, pp. 102-111 Write: personal career essay
Feb 17 TU	No Class – President's Day	
Feb 24 TU	Career Theory (condt) Standardized Assessment in Career Counseling	Sciarra, Chapter 5, pp. 112-122
Mar 2 TH	Career Development in Elementary, Middle, and High School	Sciarra, Chapter 5, pp. 123-140
Mar 9 TU	Gender, Race, Sexual Orientation, & Disability in Career Counseling Visit Career Center	Handouts Career Paper Due
PART II – CONTEMPORARY ISSUES IN SCHOOL AGED CHILDREN		
Mar 16 TU	School Failure and Dropout	Sciarra, Chapter 6, pp. 164-176 McWhirter, pp. 96-113 (e-reserve)
Mar 23 TU	Understanding, Preventing, and Intervening with Child Abuse	Sciarra, Chapter 13

Mar 30 TU	Children with Disabilities	Sciarra, Chapter 7
April 6 TU	No Class – Spring Break	
April 13 TU	Substance Abuse	Sciarra, Chapter 11
April 20 Tu	Sex and Sex Related Issues	Sciarra, Chapter 10
April 27 TU	School Related Violence	Sciarra, Chapter 12
May 4 TU	Depression and Suicide	Sciarra, Chapter 9
May 11 TU	Dealing with Loss and Grief in School Aged Children	Sciarra, Chapter 8 Final Project Due
May 18 TU	Final Exam Course Wrap-Up	