Counseling Theory and Techniques
Course Outline

Course Description:

Objectives:

1. The acquisition of counseling skills applicable to genetic counseling and useful in other settings.
2. Familiarity with a number of paradigms and theories of counseling, and an opportunity to apply them in class activities.
3. An understanding of the particular needs of individuals and families experiencing a medical crisis, and long term medical illness and/or disability.
4. An awareness of ethnic, cultural, race and class differences as encountered in professional work in genetic counseling. How you bring your own experiences/culture to your practice.

Format:

Each class will include a presentation by the instructor, an active experiential exercise, (role-plays), and practice with class members. Videos will be employed to demonstrate paradigms and techniques of counseling. Guest speakers will be invited to supplement readings and class discussion.

A cross-cultural perspective will be employed throughout the course, recognizing that every individual’s experience is mitigated by their membership in a family, and in a social grouping which may be defined by race, language, place of origin, and/or sexual orientation.

Readings and plans for class are subject to change, as this course is constantly updated, revised, and improved with the availability of new materials and through student feedback. The reading list for each class is often extensive. The instructor will identify the primary and supplementary readings, determined by the interest of the students and the progress made through the semester.

Requirements:

1. ALL REQUIRED READINGS
2. Active participation in class.
3. A weekly experiential log (due on Thursday by noon via email)
4. Mock-counseling session during class time with you as the interviewer (counselor) and the interviewee classmate(s)
5. Personal Family Genogram (due 2/17/17)
6. Completion of Family of Origin Paper (due 4/7/17)
The Experiential Log

The Experiential Log is an informal, personal communication with the instructor, describing your experience in the class and the program. It is due weekly. The format for the Experiential Log is found at the end of the course outline, and on LATTE. **Your Log is expected to be emailed by Thursday 12pm.**

Projects:

Students will be asked to write a **Family of Origin Paper**: An exploration of how dynamics, resources, conflicts and values in the student’s family of influence the student in clinical situations in genetic counseling. Include an analysis of family of origin according to guidelines/handout discussed in class. A detailed description of this assignment is found at the end of the course outline and on LATTE.

Written Work:

All written work submitted must:

- Have page numbers
- Use subheadings for discreet sections
- References in the text, and a reference section which utilizes the current format as per the APA Publication Guide
- A reference should not be listed in the reference section if it is not cited in the text

The written material should be both spell-checked and proofread. Often a spell checker will miss a mistake if the mistake is also a word. For example, if you meant to write “two” and wrote “to”, a spell-checker will not pick up the error.

All class work should be submitted electronically, by email, to **tqueler@brandeis.edu**

If you are unable to submit work in this form, please inform me as soon as possible.

With the exception of personal communication, such as feedback logs and emails, you are expected to use formal language as utilized in published professional material.

Students are expected to follow APA format in all written materials, including PowerPoint presentations. For further information on APA format, and writing for an academic audience, see:


Sources: All sources used in papers and presentations should be from published, peer-reviewed journals and/or books. **Utilization of material on a website is acceptable only with the permission of the instructor.**

Texts:


Office Hours: Fridays after class until 1:30 pm. Please email me in advance if you are unable to meet during regular scheduled office hours.

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.
Class Schedule

1: 1/20/17

Expectations and requirements
Entering into a therapeutic relationship/therapeutic alliance
Joining/rapport
Establishing ground rules/Confidentiality
Boundaries

2: 1/27/16

Perspectives on Genetic Counseling: Content and Process
The Strengths Perspective
Empathy
Intro to Mock Session
BB Video

Primary Readings:

Required:


Supplemental Readings:


3: 2/3/17

The Client-Centered Model
Intro to Carl Rogers
Film: Three Approaches to Psychotherapy, Carl Rogers (and “Gloria”).
Mock Session

**Primary Readings:**


**Supplementary Readings:**


4: 2/10/17

Genograms

Family Systems & Family Therapy

Mock Session

**Primary Readings:**


