Academic course description

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| Bachelor ‘S PROGRAMME**Pedagogy**2nd YEAR OF STUDY, 1st SEMESTER |

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| **Course title** | **School guidance and counseling** |
| Course code | - |
| Course type | full attendance/ tutorial |
| Course level | 1st cycle (bachelor’s degree) |
| Year of study, semester | 2nd year of study, 1st semester |
| Number of ECTS credits | 5 |
| Number of hours per week | 4 (2 lecture hours + 2 seminar hours) |
| Name of lecture holder | Lecturer, PhD, Butnaru Simona |
| Name of seminar holder | Assistant professor, PhD, Assante Gabriela Monica |
| Prerequisites | Advanced level of English |
| A | **General and course-specific competences** |
|  | **General competences**:* Counseling, guidance, and psycho-pedagogical assistance for various categories of people/groups
* Applying efficient work techniques in multidisciplinary teams on various hierarchical levels

**Course-specific competences**:* Applying specific principles and methodologies related to children's personality field for providing adequate counseling
* Applying various criteria, methods, and tools for evaluating the efficiency of the educational counseling activity
* Developing counseling and psycho-pedagogical projects for people with differentiated educational needs
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| B | **Learning outcomes** |
|  | * Explain educational situations and contexts in terms of the main theories studied
* Analyze adaptation problems related to the educational environment in terms of school counseling necessities
* Design collective counseling and school guidance activities
* Demonstrate the ability to apply methods, techniques, and tools specific to school counseling and guidance
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| C | **Lecture content** |
|  | * The specifics of educational counseling activities
* Stages of the counseling process
* Types of educational counseling
* Educational counseling of groups, Skills and attitudes of the counselor in group counseling activities
* Topics addressed in collective educational counseling: self-knowledge and personal development
* Career development process
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| D | **Recommended reading for lectures** |
|  | * Brown, D. (2002). Career Choice and Development. Jossey-Bass, San Francisco.
* Brown, S. & Lent, R. (2005). Career Development and counseling. Putting theory and research to work, John Wiley & Sons Inc, Hobokn, New Jersey.
* Corey, G. (2008). Theory and practice of Group Counseling, Thomson Brooks Cole, Belmont, CA.
* Sommers-Flanagan, J., Sommers-Flanagan, R. (2004). Counseling and Psychotherapy. Theories in context and practice, John Wiley and Sons, New Jersey.
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| E | **Seminar content** |
|  | * Non-verbal communication
* Active listening and assertive communication techniques
* Self-development techniques
* Conflict management
* Career planning process
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| F | **Recommended reading for seminars** |
|  | * Corey, G. (2008). Theory and practice of Group Counseling,.Thomson Brooks Cole, Belmont, CA.
* Hall, C., Hall, E., & Hornby, G. (Eds.). (2003). Counselling pupils in schools: Skills and strategies for teachers. Routledge.
* Thompson, R. A. (2003). Counseling techniques: Improving relationships with others, ourselves, our families, and our environment. Routledge.
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| G | **Education style** |
| learning and teaching methods | Lecture, exercising, conversation, debate, case studies |
| assessment methods | Seminar activity, designing a counselling project (30%)Final written exam (70%) |
| Language of instruction | English |