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 | |
| 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 | |
| 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 | |
| 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. | |
| E | **Seminar content** | |
|  | * Non-verbal communication * Active listening and assertive communication techniques * Self-development techniques * Conflict management * Career planning process | |
| 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. | |
| 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 |