

**Syllabus**  
**The Theory of Counselling**  
**HRCM17-116**

**Purpose of course**

**Goals of the subject:**

The aim of the course is to give the students theoretical knowledge about the process of counseling and its place in the assistive systems. The aim is for students to know and understand the models of counseling and their trends, to get acquainted with the process of counseling, to know the competences needed for counseling in specific counseling situations.

**Learning outcomes and competences**

Knowledge:

- Students will understand the place of counseling in support systems highlighting similarities and differences.
- They will know the historical aspects of counseling.
- They will know the types and trends of counseling and their characteristics.
- They will have deep knowledge of the counseling process models; understand, know the stages of the counseling process.
- They will know the system of counseling skills and competences.

Attitude:

- Students take into account the objectives of counseling, approaching the problems with an advisory outlook.
- They strive to use the professional concepts learned during the course in their professional communication.
- They find important striving to deepen and consolidate their special professional interest, thereby enhancing their competences.
- They take into account the historical, cultural and social determinants of phenomena.

Skills:

- Students will be able to decide on the necessity of counseling as a possible helping intervention.
- They will be able to formulate questions that are needed and relevant to the consulting process.

**Content of the subject**

**Main content and thematic units**

- The place of counseling in the helping system, the past and present of counseling.
- The system of counseling skills.
- The process of counseling. The framework of the helping connection. Contract. Ethical standards.
- The trends of counseling.

- The concept of person-centered counseling. The basics and history of personal-centered psychotherapy.
- The basics of the system approach.
- The basics of the family therapy approach and the family therapy system approach.
- The emergence of cognitive therapeutic tools in counseling.
- Opportunities for counseling and experiential learning.
- Opportunities of group and individual counseling.
- Counseling in the world of work and organizations.
- Specific situations of counseling.

### **Planned learning activities and teaching methods**

#### **Exam and evaluation system**

##### **Requirements, methods and aspects of assessment:**

##### Requirements

- At the end of the course, students will do a written test of their knowledge. The material of the examination is based on the content of the lectures and the required compulsory literature.

##### Method of evaluation: .....

- Students will receive a five-grade assessment for the exam (unsatisfactory - perfect).

##### Aspects of evaluation:

- Mobilization of an integrative knowledge is required, based on the literature given.

#### **Literature**

##### **Compulsory literature**

- Amundson, N, Borgen, W., Westwood, M., Pollard, D. (2013) Csoportos tanácsadás. Kézikönyv csoportvezetőknek. Budapest: ELTE Eötvös Kiadó.
- Egan, G. (2013) A képzett segítő. Budapest: ELTE Eötvös Kiadó.
- Ivey, A., E., D'Andrea, M., J., Ivey, M. B. (2011) Theories of counselling and psychotherapy. A multicultural perspective. New York: Sage Publications.

##### **Recommended literature**

- Fonyó I. Pajor A. (szerk.) (1998) Fejezetek a konzultáció pszichológiájának témaköréből. Budapest: Bárczi Gusztáv Gyógypedagógiai Főiskola.
- Rogers, C., R. (2005) Valakivé válni. Budapest: SHL Könyvek.
- Rogers, C. R. (2007) Találkozások. Budapest: SHL Könyvek.