

Course Descriptions in Counseling and Guidance Program

Seminar (I)(II) (2 credits, mandatory)

(Domain: Communication , Research)

Method:

1. Prior to admission, the Department or institute will provide instructors with research directions and a study list to encourage students to appropriately plan their learning and development paths.
2. Students will participate in academic presentations and publications, study the available literature and present research reports (these reports can be linked to the course).

Advanced Educational and Psychological Statistics (3 credits, elective)

(Domain: Research)

Objective: Assist students:

1. To understand basic concepts of descriptive statistics and inferential statistics
2. To apply appropriate statistical methods to analyze research problems in practice
3. To apply statistical software analysis packages to measurement data
4. To explain the results of statistical analysis using precise statistical language

Content: “Advanced Statistics” does not necessarily consider the existing statistical background of incoming students, thus this course addresses basic statistical concepts in three parts: descriptive statistics, inferential statistics and experimental design. The course covers the University’ s statistical foundation course, but course content focuses on variance analysis (single factor and multifactor).

Method:

1. To achieve Objective (1) the course focuses on student’s comprehension of statistical concepts rather than the calculation of formulas. Each week, students will have approximately five homework assignments, and the course includes three major exams to assess student comprehension of statistical concepts.
2. To achieve Objectives (2) and (4), students will evaluate 2-3 articles in statistical methods, develop several research questions for database queries, and select appropriate statistical methods to analyze the results.
3. To achieve Objectives (3) and (4), students will use statistical computer software to complete 2-3 small-scale statistical analyses.

Research Methods in Counseling (3 credits, mandatory)

(Domain: Research)

Objectives: This course mainly focuses on research methods and the design of quantitative and qualitative research in guidance/counseling. The course contents consist of two parts: the first nine weeks covers quantitative research, while the later nine weeks focuses on qualitative research. Specific objectives include:

1. Mastering quantitative and qualitative research methods for guidance/counseling.
2. Understanding the theoretical basis and background of common qualitative research design methods for guidance/counseling n.
3. Data collection processes and methods commonly used in quantitative and qualitative research for guidance/counseling.

4. Analyzing, discussing and critically considering quantitative data for guidance/counseling.

Content: The course content consists of two parts: quantitative and qualitative research methods. Basic topics in quantitative research methods include: research ethics, measurement, research participants, sampling, reliability, validity, and research logic and steps for commonly used quantitative research methods (experimental research, related research, retrospective research, investigation, single case study). Basic topics for qualitative research include: meaning, type, faction, research/cultural issues, selection of research participants, data collection methods, data analysis connotations, data quality indicators, qualitative research strategies (ethnography or ethnography)

Methods: This course is co-taught by two instructors. The course includes lectures, discussion and implementation.

Theory and Practice of Psychological Testing (3 credits, elective)

(Domain: Research)

Objectives: Psychological testing evaluates psychological traits and behaviors in a scientific and systematic way, allowing for the objective analysis of differences between individual people. The course objectives are:

1. To understand the basic concepts of psychological testing and test preparation.
2. To select tests and interpret results (including testing ethics) based on the basic concepts of psychological testing.
3. To prepare tests based on testing principles.
4. To apply basic concepts of test analysis, and use classical test theory and test reaction theory (single parameter mode) to implement testing of binary and multi-score questions.
5. To apply the basic concepts and theories of reliability and validity, using classical test theory and test reaction theory (single parameter mode) to establish evidence for test reliability and validity.

Content: Basic concepts of psychological testing, statistical review, norms, test selection/testing/result interpretation, test ethics, introduction to different scales (Likert, Thurstone, Guttman, Semantic Differential Scale), gauge construction procedures, concepts and application of reliability and effectiveness, factor analysis (EFA & CFA), Rasch model and application.

Methods:

1. To achieve objective (1): The teacher leads discussion, students integrate materials, and the group submits oral and written reports based on the relevant chapters of *Standards for Educational and Psychological Testing*.
2. To achieve objective (2): Students select an actual test for implementation, interpret the results and submit a written report indicating progress at each stage and factors which may affect the reliability and validity of the test results.
3. To achieve objectives (3~5): The instructor's lecture. Students prepare tests or modify tests prepared by others, and analyze the measurement characteristics of the scales using classical test theory and the Rasch model.

Experimental Design (3 credits, elective)

(Domain: Research)

Objectives:

1. To understand the basic principles of experimental design and the main

experimental design methods.

2. To apply experimental design principles to research.
3. To apply statistical software packages for analysis and interpret results.
4. To evaluate experimental design in journal papers.

Content: Introduction to experimental methods, completely random single factor experimental design and variance analysis, random complete block design, Latin square design, balanced incomplete block design, multi-factor experimental design (including random and mixed models), hierarchical test design, etc.

Multivariate Statistics (3 credits, elective)

(Domain: Research)

Objectives:

1. To understand the basic concepts and limitations of multivariate statistical methods.
2. To apply multivariate statistical knowledge and empirical research.
3. To apply statistical software packages to analyze measured data.

Contents: “Multivariate Statistics” is an advanced statistical course. The main course content includes commonly used multivariate statistical analysis methods including multiple regression, canonical correlation, principal component analysis, factor analysis, differential analysis, multivariate analysis of variance, path analysis.

Methods:

1. To achieve Objective (1), the course focuses on understanding of the basic concepts, meanings and limitations of multivariate statistical methods. Two major examination
2. To achieve Objective (2), students must read and perform statistical analysis of 10 journal articles (each using at least one multivariate statistical method).
3. To achieve Objectives (2) and (3), students must install a statistical analysis package and complete a statistical analysis report using each multivariate statistical method.

Qualitative Research (3 credits, elective)

(Domain: Research)

Objectives:

1. To understand the developmental history, theoretical basis and implementation history of the “Qualitative Research Paradigm”
2. To understand the design, methods and technologies of qualitative research
3. To familiarize with educational qualitative research reports and become adept at evaluating such reports

Content:

1. Introduction: What is it? What is it not? (Kao et al., Chapters 1 and 9. Chen et al.)
2. The meaning and influence of “paradigm” (Kao et al., Chapter 2)
3. Theoretical analysis of the qualitative research paradigm (Kao et al, Chapters 8, 3. Chen et al, Chapter 1)
4. Implementation history of qualitative research (Kao et al, Chapters 2~4)
5. Design of research projects and “preliminary preparation” (Chen et al, Chapters 2~4)
6. Key data collection techniques (Chen et al, Chapters 5~7)
7. Data sorting and analysis, sharing of practical experience (Lecture with Chen

et al, Chapters 9-10)

8. Discovery logic and evaluation of qualitative research (Kao et al, Chapters 4-5, Chen et al, Chapter 12)
9. Application and future prospects of qualitative research in education (Kao et al, Chapters 6-7)

Structural Equation Modeling (3 credits, elective)

(Domain: Research)

Objectives:

1. Understand the basic concepts and limitations of structural equation models
2. Perform data analysis using SEM software (e.g., LISREL, AMOS) and interpret results
3. Comment on relevant papers

Content: Concepts related to structural equation modeling, data archiving and inspection, introduction to SEM software and its use, regression and path analysis, confirmatory factor analysis (first and second order), advanced structural equation modeling (e.g., MIMIC, multi-sample mode), mixed mode, multiple traits, multiple method modes, etc.).

Counseling Theories (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Objectives:

1. Professional knowledge: To introduce, integrate and compare theories and technologies from key schools of thought.
2. Professional integration: To encourage students to reflect on their personal life experiences in reference to each of the key schools of thought, and to deeply experience their various ideas and contributions.

Content: Undergraduate content includes psychoanalysis, Adlerian treatment, analytical psychotherapy, personal center treatment, REBT therapy, behavioral therapy, cognitive therapy, existential therapy, reality therapy, gestalt therapy, feminism and family system therapy, and post-modern counseling theories.

Methods:

1. To achieve Objective (1), each student chooses a theoretical school of interest, collects information, organizes and integrates relevant core ideas and modern development trends, presents oral reports in the classroom, and guides discussion and Q&A.
2. To achieve Objective (2), students select a counseling theory of interest for a special written report.
3. To achieve Objective (3), students reflect on their personal life experience, and write a reflective report for class presentation and discussion.

Gestalt Theory (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Objectives:

1. Professional knowledge: To provide students with a theoretical perspective on the theoretical background and main concepts of Gestalt treatment, and introduce the stage, characteristics and techniques of the treatment process oriented by Gestalt treatment.
2. Skill execution: To introduce the application and operation of Gestalt-related treatment skills, and enhance student self-awareness through course exercises,

and increase student's ability and practical experience in integrating Gestalt treatment techniques into individual counseling practice.

Content: Undergraduate content includes the basic principles and concepts of Gestalt, the perception of the Gestalt therapist, the preparation for initial course of treatment, the establishment of the therapeutic relationship, the evaluation and diagnosis of Gestalt treatment, the establishment of support, the design of Gestalt experiments, the Gestalt experience cycle, contact patterns and adjustments, unfinished affairs, empathy and countertransference, physical processes, deterioration and conclusion.

Methods:

1. To achieve Objectives (1) and (2), the course includes the following modules:
 - I. The teacher conducts an experiment, and the student uses his own experience to participate in the gestalt experiment or activity.
 - II. Students are invited to share experiences following a gestalt experiment or event.
 - III. Theory-based discussion and analysis.
 - IV. Discussion and Q&A.
2. To achieve Objective (1), students are required to read the specified materials and submit a reading summary and experience report.
3. To achieve Objective (2), students choose three main concepts of Gestalt treatment, conduct experiments, describe the process and experimental experience, and write an experimental experience report.
4. To achieve Objectives (1) and (2), students may either
 - (I) Choose a topic related to gestalt, collect and organize relevant materials, and write a gestalt report.
 - (II) Creatively design a gestalt treatment experiment, write an experimental report, conduct experiments, and lead a classroom discussion to share their original findings.

Cognitive-behavioral Therapy (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Objectives:

1. To understand the main schools of cognitive behavior and their ideas.
2. To understand the main steps and procedures for cognitive behavioral therapy.
3. To understand the main skills and applications of cognitive behavioral therapy.
4. To possess communication and research capabilities.

Content: Cognitive behavioral arguments and basic theories, theoretical outlines of esoteric behavioral therapy and cognitive therapy, cognitive behavioral processes and techniques.

Methods:

1. Lectures, readings, classroom discussion and exchange of experience, and films are used to familiarize students with concepts and applications from different schools.
2. Case studies and skill drills are used in the classroom to familiarize students with various techniques.
3. Students investigate their own cognitive fallacies and explore alternative conceptions to understand the role of cognition in life.
4. Collect relevant research and present group oral reports to understand the current scope and effectiveness of cognitive-behavioral therapy.

Group Counseling (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Objectives:

1. To understand group dynamics and its development stages and characteristics.
2. To familiarize with the use of group theory and techniques.
3. To understand the problems that may arise in the actual implementation of the counseling group.
4. To enable project and implementation group planning.
5. To enable exploration of the literature and research capabilities.

Methods:

1. Understand group power, operation and development through reading, discussion lecture, homework, practical seminars, drills and films.
2. Understand the theory and techniques of group counseling through reading, discussion, lecture, homework, practical seminars, drills and films.
3. Understand the problems that may arise in the actual implementation of the counseling group through actual group participation.
4. Plan and implement group plans in two-person teams to understand the roles, functions and problem-solving strategies of group counseling leaders.
5. Discuss issues related to group counseling through literature review and submission to professional journals.

Individual Counseling (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Objectives:

1. Professional knowledge: To promote students' understanding of the counseling process and skills needed for individual counseling, increase students' understanding of core variables and key techniques for individual counseling, and enhance students' sensitivity to important issues in the counseling process and the ability to intervene.
2. Skill execution: To enhance students' practical ability in key techniques for individual counseling, and improve their skills for identification and implementation of individual counseling topics.

Content:

1. Macro level: Processes of individual counseling, initial interview, assessment and diagnosis, treatment strategies.
2. Micro level: Counseling language, counseling process, identifying problem origins, cognitive reorganization techniques, emotional catharsis techniques, self-practice techniques, conclusion.
3. Issue level: Crisis management, loss, relationship conflicts, self-conflict.

Methods:

1. To achieve Objective (2), classroom exercises organize students into groups of five wherein one student plays the patient and the other four serve as counselors, allowing students to practice the use of different counseling language, intervention approaches and strategies.
2. To achieve Objective (2), students complete two skill exercises (using two sets of audio recordings for assistive techniques), and write a verbatim transcription with annotations of intentions and intervention techniques along with technique commentary.
3. To achieve Objectives (1) and (2), students select a topic of interest related to individual counseling and write a special report.

4. To achieve Objective (2), students undergo a practical examination at the end of the course, with the instructor serving as the individual counseling subject, followed by guidance and feedback.

Brief Therapy (Focused treatment, narrative treatment) (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Objectives:

1. To understand trends of postmodern treatment and its theoretical basis.
2. To understand the processes and techniques of focused resolution/narrative treatment.
3. To use focused resolution/narrative treatment in actual casework.
4. To collect data and conduct research.

Content: Post-modern treatment concepts, similarities of focused resolution and narrative treatment, processes and skills for focused and narrative treatment.

Methods:

1. Discussion and classroom exercises following readings of the relevant literature or materials.
2. Focused or narrative dialogue exercise (pair work with video recording of case counseling to be shown in class).
3. Presentation of a complete collation of the relevant literature and group reporting discussion (under 10,000 words, focusing on narrative therapy and a specified topic or group, accurately citing more than ten references from the literature), with a report submitted to relevant professional journals.

Psychodrama (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Objectives:

1. Professional knowledge: To provide students with a theoretical understanding of the development of psychodrama, psychodrama theory, treatment concepts and treatment history.
2. Skill execution: To introduce the application and operation of psychodrama-related skills; increase student self-awareness, self-development and creativity through exercises; cultivate students' ability and practical experience in designing psychodrama activities.

Content: The undergraduate course content covers psychological and philosophical development, the five elements of cognitive psychology, role theory, social measurement theory, and psychodrama techniques and their application:

1. Basic techniques: avatars, role exchange, mirrors, figurative and sculptural techniques, framing techniques, timeline and future projections, techniques related to space-time migration, social atoms and other techniques.
2. Applications: Application of psychodrama in the fields of individual, family, school and business counseling.

Methods:

1. To achieve Objectives (1) and (2), all modules include the following:
 - I. The instructor first demonstrates the technique and then guides volunteering students to demonstrate the technique for selected topics.
 - II. Explain and analyze in the theoretical context.
 - III. Group exercises.
 - IV. Post-exercise discussion and Q&A.
2. To achieve Objective (1), students are required to read the specified materials

and submit a reading summary and experience report.

3. To achieve Objective 2, students are divided into small groups to design plans for psychological warm-up activities, perform such activities, and submit a report on the experience.
4. To achieve Objectives (1) and (2), students will take written and practical exams (Practical test is carried out individually), take student-selected technical exams, and technical exams assigned by the instructor.

Grief Counseling (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Prerequisite: Counseling Theory

Objectives:

1. To understand the key theories of loss and grief.
2. To understand the process and tasks of grief and mourning.
3. To understand basic theories and techniques of grief counseling.
4. To enhance learner ability to practice grief counseling.
5. To learn to conduct horticultural, pet therapy and narrative treatment for grief.
6. To enhance learner research ability in topics related to grief therapy.

Content: Exploring the relationship between dependency, loss and grief; understanding the process of mourning, along with factors that affect the elements of mourning, normal sorrow, abnormal grief and difficult mourning processes, and grief treatment; resolving difficult mourning processes; grief and family systems; counselors dealing with their own grief; ritual, religion and bereavement; meaning reconstruction and the experience of loss, grief and counseling for parents of a deceased newborn; grief counseling, including pet and horticultural therapy, creative grief counseling and counseling strategies; grief counseling for children; psychotherapy program design and grief counseling for children; game therapy, art therapy and the implementation of picture book groups; youth grief and psychotherapy program design; grief among college students and appropriate psychotherapy design; post-emergency prevention needs on university campuses; individual and family grief counseling; group grief counseling; reading and discussion of grief counseling literature; viewing and discussion of related videos.

Methods:

1. To achieve Objectives (1)~(3), the course includes readings from the literature and textbooks, lectures, and group discussion.
2. To achieve Objectives (3)~(5), the course also includes classroom exercises, viewing and discussion of instructional videos for grief guidance and counseling, and the implementation of practical grief counseling.
3. To achieve Objectives (4) and (6), the course reviews domestic and international literature, with weekly reports on grief for which the instructors provide written feedback.

Expressive Arts Therapy (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Objectives: This course instructs students in the theory and practice of expressive art therapy, including:

1. Understanding definitions and connotations of expressive art therapy.
2. Introduction to the theory of expressive art therapy.
3. Experiencing the practice of expressive art therapy.

Content: Overview of general knowledge, including the development and research of expressive art therapy. Introduction to the key three methods of expressive art therapy, basic theories, evaluation methods, treatment techniques and principles, and case discussions for music therapy, dance therapy and art therapy. In addition, other art therapy treatments are introduced including drama, poetry, writing and the user of other media.

Methods:

1. To achieve Objectives (1) and (2), the course uses lectures and in-class discussion.
2. To achieve Objectives (2) and (3), the course uses homework assignments, in-class practical exercises and discussion with instructor supervision and feedback, and the viewing and discussion of relevant films.
3. To achieve Objectives (1)~(3), students complete an end-of-term written report which integrates the relevant literature, thus enhancing learner understanding of theory and practical skills in game therapy.

Play Therapy (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Prerequisites: Counseling Theory

Objectives:

1. To understand the basic theories and strategies of game theory
2. To enhance learners' understanding of common techniques for game therapy
3. To enhance learners' game therapy skills and implementation skills.
4. To improve learners' research ability in game therapy.

Content: This course provides learners with an understanding of the concepts of game therapy, the current state of game therapy in Taiwan, the main theories and techniques of game therapy (e.g., child-oriented game therapy, Adler orientation, etc.), tracking, techniques for content retelling (e.g., responding to emotions, setting limits, giving responsibility to children, answering children's questions, etc.), and viewing and discussion of relevant videos (including "game therapy skills", "game therapy for abused children", etc.). This course includes in-class demonstrations, such as sandbox therapy, and provides instruction in metaphorical identification and communication, house-tree-person painting, family power painting, school dynamic painting, etc. The class also covers group supervision, game therapy activities and discussion. Students propose their own game therapy approaches, presented in a written report for feedback by the instructor.

Methods:

1. To achieve Objective (1), the course uses readings followed by lectures and class discussions.
2. To achieve Objective (2), the course uses homework, classroom exercises, in-class discussion with instructor supervision and feedback, and the viewing and discussion of relevant films.
3. To achieve Objectives (1)~(3), the course uses written exams to assess learner achievement in integrating the theory and skills of game therapy and their ability to implement game therapy in practice.
4. To achieve Objective (4), the course requires learners to review at least one domestic or international dissertation on game therapy, to personally implement game therapy in at least three instances, and to write an end-of-semester report with at least three references to the literature. The

instructor will provide feedback on game therapy implementation.

Career Counseling (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Objectives:

1. To understand the relevant theories and techniques for career counseling.
2. To understand the application of career negotiation theory in counseling.
3. To understand career testing and its application in the development of career counseling theory.
4. To explore the use of career counseling for specific subjects.

Content: Undergraduate content includes the basic concepts of career counseling, career counseling theory (e.g., type theory, life duration theory, social cognitive career theory, career narrative theory, career decision theory), use of career testing (e.g., self-exploration scale, career interest scale, Myers-Briggs Type Indicator (MBTI), career belief scale), and career counseling with specific subjects, (e.g., LGBT, disabled youth, community adults, mature employees, women, etc.)

Methods:

1. The instructor introduces concepts and practical content of career counseling. Students review the relevant literature to better understand theoretical concepts, which are then combined with technical exercises and practical discussion in class.
2. Students participate in the implementation and interpretation of career testing at the Student Counseling Center to better understand the actual content, implementation and interpretation of career tests.
3. Students work with community agencies to implement career counseling activities for specific subjects.

Family Counseling (3 credits, elective)

(Domain: Theories and Techniques, Professional Identity)

Objectives

1. To understand theory and techniques for family counseling, along with the relative advantages and disadvantages of the various approaches.
2. To understand issues related to the relationships, structure and connotations of family and marriage.
3. To familiarize with family and marriage counseling practices.

Content: Undergraduate content includes intergenerational family therapy (Bowen orientation, Nagy contextual theory), communication and strategic orientation theory and practice, experience/human treatment orientation theory and practice (Whitaker Model, Satir Model), theory of structural orientation and practice, marriage therapy, etc.

Methods:

1. Lectures, textbook and article readings, handouts, film viewing and discussion, personal presentations, case discussion and moderated discussion.
2. The course is based on subject theory. In the first week, the instructor presents systematic lectures with supplemental videos to help students develop a strong foundation of theoretical knowledge and practical applications. The second week introduces case studies with a theoretical theme. The third week features group presentations focusing on relevant theoretical work.

Community Counseling (3 credits, elective)

(Domain: Theories and Techniques, Societal Norms, Professional Identity)

Prerequisite: Counseling Theory

Objectives:

1. To understand the meaning and development background of community counseling.
2. To understand the service structure and helping strategies for community counseling.
3. To understand the practice and actual operation of community counseling.
4. To understand the new role of community counselors and the multicultural training model of community counselors.
5. To understand the design and evaluation of community programs.
6. To understand the latest trends in the development of community counseling.

Content: This course focuses on the introduction and discussion of the following topics: the development background of community counseling, the basic assumptions of community counseling, the practice and service objects of community counseling, the difficulties and challenges encountered in the actual operation of community counseling, current implementation of community counseling among disadvantaged areas and ethnic groups in Taiwan, multicultural training models for community counselors, design and evaluation of community counseling programs, and the latest trends in community counseling development. This course also focuses on the connection and application of community resources; the training and supervision of counselors, cooperation among counselors, clinical psychologists, social workers, and teachers; the school-family-society counseling integration model; the promotion of preventative mental health outside schools at three levels, and research capacity on community-related topics.

Methods:

1. To achieve Objectives (1) (2) (4) (5) and (6), the course uses readings from textbooks and journal articles, along with lectures.
2. To achieve Objective (3), students visit a counseling center in the Kaohsiung and Pingtung area, along with institutions serving disadvantaged groups (including shelters for children and youth) and mental health institutions. Students report on these visits and engage in moderated classroom discussion.
3. To achieve Objectives (3) (4) and (6), textbook readings are supplemented by internships at community counseling centers and mental health institutions, allowing students to better understand actual operations, along with the difficulties and challenges experienced in such settings.
4. To achieve Objective (5), learners actively review the literature on the design and evaluation of community programs both in Taiwan and internationally, followed by classroom discussion. Students also design a community counseling plan for specific at-risk groups or institutions, and explain the program characteristics, along with potential challenges and potential pros and cons (through SWOT, CIPP or other methods). Through these tasks, students have the opportunity to integrate knowledge and practical skills of community counseling.

Mental Health (3 credits, elective)

(Domain: Human Development)

Objectives:

1. To understand the scope of mental health and its impact from an ecological perspective.
2. To apply acquired knowledge to daily life and participate in practical mental health maintenance.
3. To understand the nature and practice of the work of different mental health professionals.
4. To enhance para-counselor's self-care ability.
5. To communicate, collect and organize information.
6. To present preliminary research experience and results.

Content: Ecological perspectives of mental health, micro and macro implications of mental health, implementation of self-awareness and mental health maintenance, exploration of the nature and practice of the work of various mental health personnel.

Methods:

1. Readings, lectures, interactive classroom discussion, viewing of relevant films, in-depth understanding of the scope and implemental of the ecological perspective on mental health.
2. Enhanced learning about mental health issues and professional practice through post-class practice and interviews, and the writing of health journals.
3. Preparing formal reports for submission to professional journals based on first-hand interaction with mental health personnel and group review of the relevant literature.

Abnormal Psychology (3 credits, elective)

(Domain: Human Development)

Objectives:

1. Professional knowledge: To provide students with a theoretical perspective to understand the difference between normal and abnormal, and to understand the classification system and main theoretical viewpoints of mental illness and psychological abnormalities.
2. Skill execution: To introduce clinical balance and diagnosis and research methodologies, along with analysis and discussion of common clinical symptoms and treatment methods.

Content: Undergraduate content covers physical illness and health psychology, historical perspectives on abnormal behavior, integrated perspectives of psychopathology, clinical assessment and diagnosis, research methodologies and symptomatic phenomena, and treatments for various common mental disorders (e.g., anxiety disorders, physical and dissociative disorders, mood disorders, eating disorders, personality disorders, developmental disorders, cognitive disorders, schizophrenia, and other mental illnesses).

Methods:

1. To achieve Objective (1), classroom lecture and discussion provides theoretical knowledge related to abnormal psychology, allowing the students to organize thematic summary reports on key concepts to form a strong foundation of theoretical knowledge.
2. To achieve Objective 2, the instructor introduces specific mental illnesses using case studies, presents differential diagnosis points, and leads group discussions.

Seminar in Counseling (3 credits, elective)

(Domain: Societal Norms, Diversity and Differences, Professional Identity)

Objectives (e.g., feminism and treatment)

1. To understand the basic concepts and spirit of feminist treatment.
2. To understand the appeals and divisions of feminism in different schools.
3. To understand the impact of social culture and power structures in individual lives.
4. To understand the feminist treatment process and areas of concern.
5. To understand the importance of self-awareness and position and power issues at the counseling site.
6. To understand feminist treatment ethics and professional relationships, and the role of spokespeople and change agents.
7. To enhance communication and research capabilities.

Content: Different developments and factions in feminism, important concepts in feminism, female treatment processes and techniques, and feminist treatments.

Methods:

1. Learn about the evolution of feminism, historical developments and main concepts through readings, lectures, classroom discussions and viewings of relevant films.
2. Understand the current status of feminism and social culture through assignments, interviews, case reading and research, and film discussion.
3. Learn about feminist treatment processes and techniques through classroom exercises, role-play and film viewing.
4. Incorporate feminist ideas into the counseling through readings, discussion and role-play, with special attention to the importance of feminist therapists and the changing role of women in professional ethics and society.
5. Group papers on feminist treatment for submission to professional publications.

Psychological Assessment (3 credits, elective)

(Domain: Research and Assessment)

Objectives:

1. Professional knowledge: To provide students with an understanding of the process of psychological assessment, content and interview methods.
2. Skills execution: To understand and familiarize with the use of various clinical tools to achieve psychological balance, and to analyze and interpret results.
3. Integration: Through the completion of Objectives (1) and (2), students will establish logical thinking and the ability to organize, integrate and produce information.

Content: The undergraduate course covers the concept of psychological balance; steps to achieving psychological balance; interviewing techniques including interviews and diagnostics; search and integration of clinically related materials; selection, application and evaluation of weighting tools; and writing of reports on psychological balance.

Methods:

1. To achieve Objective (1), classroom lectures and discussion systematically explain the theory of psychological balance, along with related processes and procedures.
2. To achieve Objective (2), the purpose and function of several scale tools are introduced, with explanation of the actual operation processes, and discussion of usage history.

3. To achieve Objective (3), students analyze, integrate and report on data obtained from a scale tool.

Counseling for Maladaptive Behaviors in Children and Adolescents (3 credits, elective)

(Domain: Communication/Counseling skills, Human Development)

Objectives:

1. To understand common maladaptive behaviors and emotions among children (including bullying within interpersonal relationships).
2. To understand common child behavior/emotional problems and associated treatments.
3. To understand how to detect maladaptive behavior and emotional problems in initial assessment, along with further diagnosis and treatment.
4. To write diagnosis reports and recommend treatment strategies for maladaptive behavior among children (including background, observations, related tests and diagnoses, and possible interventions).

Content: Understand the types and possible causes of maladaptive behavior among children, classification and descriptions in diagnostic manuals, perception and responsibility of social culture for maladaptive behavior, and possible remedial action by teachers and counselors.

Methods:

1. Understand types of maladaptive child behavior and treatment methods through lectures, readings, in-class discussion and viewing of relevant films.
2. Small-group observations and interviews to understand different types of maladaptive behaviors teachers and counselors may encounter.
3. Case study, including complete collection of background information, diagnosis and feasible treatment methods.

Crisis Intervention (3 credits, elective)

(Domain: Communication/Counseling skills)

Objectives:

1. To understand the implications and effect of crisis.
2. To understand types of crises and how people react to crisis.
3. To understand principles of crisis response and management.
4. To understand specific topics and situations in crisis management.
5. To understand research trends in crisis management.

Content: This course assists students in learning how to maintain balance and function in crisis situations, so as to minimize possible loss and trauma. The course covers: understanding various types of crises; how people react to crisis; crisis impact on the individual, family, school, and community; short-term and long-term negative impact of various natural and man-made accidents and disasters; principles of using individual and community resources; using individual counseling, psychological education groups, support groups, psychological counseling, cross-domain integration and other modes of intervention to assist individuals and groups facing crisis; effective crisis response and crisis management. This course also focuses on understanding research trends in crisis management.

Methods:

1. To achieve Objectives (1)~(4), students read relevant articles, listen to lectures, engage in group and class discussion, produce group reports, and

view and discuss relevant films.

2. To achieve Objective (4), the course design and implementation is monitored and reviewed.
3. To achieve goals (1)~(4), the course is conducted using individual counseling, psychological education groups, support groups, psychological counseling, counseling classroom exercises and discussion.
4. To achieve Objective (5), articles are read and discussed, the implementation of domestic and international crisis response programs is reviewed, and group discussions are conducted.

Consultation (3 credits, elective)

(Domain: Communication)

Objectives:

1. Professional knowledge: To provide students with a theoretical perspective on the development, theory and application of consultation.
2. Practical skills: To provide students with case or practical experience, help them learn to judge the needs and characteristics of the consultee, resources and situation to form effective judgments and increase practical knowledge.

Content: Undergraduate content covers consultation, consultation development, consultation theory, consultation techniques and strategies, case consultation, organizational consultation, administrative consultation, school consultation, group consultation, family consultation, and consultation ethics.

Methods:

1. To achieve Objective (1), the class uses classroom lectures to familiarize students with materials relevant to consulting theory and techniques, supplemented by discussion and analysis to increase students' understanding of consultation theory and knowledge of related applications.
2. To achieve Objective (2), students work in groups on practical exercises for specific subject-oriented consultation cases, along with exercises corresponding to the theory of each unit theme, supplemented by group discussion, analysis and commentary.

Parenting Education and Consultation (3 credits, elective)

(Domain: Communication/Counseling skills, Societal Norms)

Objectives:

1. To understand the content and counseling skills involved in parent education.
2. To familiarize with the resources and connotations of parent education in the Taiwan region.
3. To understand the design and implementation of parenting education plans.
4. To develop ability to create and implement viable parenting education programs to serve community needs.

Content: Parent-child education theory, implementation plans for parent-child education, family and parental transitions, localization of parent-child education.

Methods:

1. Understand the importance and connotations of parent education through readings, lectures, class discussion and viewing of relevant films.
2. Understand the needs and characteristics of local parents through field work and interviews.
3. Lectures on local parenting education situation help students better understand family transitions and the need of dialogue with field workers for effective

parent education.

4. Systematic collection of information through group collaboration, followed by reports on the design and preliminary implementation of programs related to parent education.

Ethics in Counseling (3 credits, elective)

(Domain: Ethical Principles, Societal Norms, Professional Identity)

Objectives:

1. To understand the ethical and legal principals of handling special cases in counseling practice.
2. To understand how special cases are handled.
3. To improve analytical assessment and judgment for counseling professional ethics.

Content: Professional conduct on the part of the counseling, rights of various parties, ethical issues in negotiation practice, ethical and legal issues for counseling with children and adolescents, ethical and legal issues in special cases (e.g., child abuse, attempted suicide, elderly patients, homosexuality, drug abuse, abortion, sexual assault, etc.), ethical issues related to the application of test results in counseling, ethical issues for online counseling, and ethical issues related to the computerization of counseling materials.

Methods:

1. Deepen students' knowledge of ethics in negotiation through discussion of basic rules and related concepts in professional ethics.
2. Graduate students select topics of interest to report on the ethical and legal issues of special counseling issues and guide a subsequent discussion.
3. Instructor guides learners through the eight ethical decision patterns for ethical issues in counseling, including (1) situational analysis, (2) defining key issues, (3) referencing ethical norms, (4) assessing the rights, responsibilities and benefits of individuals and groups, (5) developing solutions to each problem, (6) estimating the possible consequences of each decision, (7) analyzing pros and cons of each decision, (8) making decisions). Students are asked to conduct a practical analysis and write a case report based on the ethical decision model. This report should specify the student's particular considerations and decision patterns.

Counseling of Elders (3 credits, elective)

(Domain: Communication/Counseling skills, Human Development)

Prerequisite: Counseling Theory

Objectives:

1. To understand the characteristics of the physical and mental health, disease and stress of the elderly.
2. To assess the (physiological, safety, self-esteem, sexual, learning, social) needs of elderly people and available resources.
3. To understand career planning and counseling for senior citizens.
4. To understand personal issues, family (partner) relationships and interpersonal relationships of senior citizens.
5. To understand issues related to loss and grief for senior citizens.
6. To understand issues related to religion, spirituality and death for senior citizens.
7. To understand new orientations for counseling senior citizens, including the

implementation of horticultural treatment, pet treatment and narrative therapy. Contents: This course adopts the concept of whole-person development, and regards aging as a process of continuous development. Therefore, the course seeks to assist learners in understanding the physical and mental development of the elderly, along with diseases common to the elderly and the context of aging in the current social environment, along with its attendant physical and mental stresses. This course assists learners in understanding and assessing the (physical, safety, self-esteem, sexual and social) needs of elderly people, along with available social resources (e.g., government agencies, community organization and charities). Students learn about issues related to career planning for senior citizens (including continuing education, tourism, social work, community organizing, and service groups), along with issues related to counseling senior citizens on personal problems, family (partner) relationships, peer and interpersonal relationships, loss and grief, religion and spirituality, and the end of life. The course considers individual and group counseling practices for senior citizens, along with the use of therapy modalities including horticultural therapy, pet therapy and narrative therapy.

Methods:

1. Textbook readings, lectures, group work and class discussion.
2. To achieve Objectives (5) (6) and (7), students interview senior citizens, and watch and discuss relevant films.
3. To deepen learner understanding, learners submit monthly reports for instructor feedback.
4. To help learners better understand the challenges involved in counseling senior citizens, learners conduct 1 to 3 individual or group counseling sessions with seniors, and comment on the process and outcomes.
5. Learners submit two reports per semester on topics related to senior counseling for feedback from the instructor.

Multicultural Counseling (3 credits, elective)

(Domain: Communication/Counseling skills, Societal Norms, Diversity and Differences, Professional Identity)

Objectives:

1. To understand the characteristics of different cultures, races and ethnicities, along with similarities and differences.
2. To enhance sensitivity to culturally specific beliefs, values and prejudices.
3. To understand theory and techniques related to multicultural counseling.
4. To understand the counseling relationship between counselors and subjects in the context of cultural issues.
5. To understand how to integrate techniques and strategies of multicultural counseling into practice.

Content: Concepts and principles of multicultural counseling, globalization, international and historical perspectives, multi-ethnic counseling (indigenous peoples, new residents, LGBT, disadvantaged groups), racial prejudice and discrimination.

Methods:

1. For Objectives (1)~(3), instructor lectures are combined with videos and skill-development exercises, along with in-class discussion to enhance student understanding of key concepts and practices.
2. For Objectives (3) and (4), students watch and discuss videos to examine the

characteristics of the counselor and counseling techniques, and to learn theory and techniques related to multicultural counseling.

3. For Objective (4) and (5), students work with community organizations serving different at-risk groups (e.g., children, women, the elderly, new arrivals, etc.) to arrange counseling services, thus providing students the opportunity to experience first-hand the impact of cultural issues in interpersonal relationships and to develop self-awareness and improved cultural awareness.

Counseling Practicum (I) (3 credits, elective)

(Domain: Supervised Field Practice, Ethical Principles, Professional Identity)

Objectives:

1. To participate in practical internship, and understand the professional, organizational and administrative processes involved in the internship institution.
2. To cultivate professional knowledge through professionally supervised counseling including individual counseling, group counseling, and psychological testing.
3. To apply counseling theory and technique to achieve a convergence of theory and practice.
4. To cultivate communication skills for counseling.
5. To increase self-awareness and growth in professional counseling.

Content: Counseling case discussions, group counseling seminars, discussion of self-awareness and ethical issues, discussion of the promotion of mental health, discussion of case evaluation and test implementation and interpretation.

Methods:

1. Week 1, review of the course and assessments.
2. Weeks 2-4, basic concepts of school counseling, the organization and role of school counseling, and the three-level preventative counseling model for schools.
3. Weeks 5-6, individual counseling: explanation and discussion of basic concepts, techniques and practical exercises for individual counseling.
4. Weeks 7-8, group counseling: philosophy and implementation.
5. Weeks 9-10, psychological testing and application, case study and management.
6. Weeks 11-14, understanding and counseling of interpersonal dilemmas, understanding and counseling of middle school students, knowledge and counseling of students with mental illness, and understanding and counseling of students with suicidal ideation.

Counseling Practicum (II) (3 credits, elective)

(Domain: Supervised Field Practice, Ethical Principles, Professional Identity)

Objectives:

1. To participate in practical internship, and understand the professional, organizational and administrative processes involved in the internship institution.
2. To cultivate professional knowledge through professionally supervised counseling including individual counseling, group counseling, and psychological testing.
3. To develop communications skills for counseling and administration.

4. To understand the use of theory and technique to achieve convergence between theory and practice.
5. To engage with a diverse range of cases to practice professional counseling skills.
6. To increase self-awareness and growth in professional counseling.

Content: Counseling case discussions, group counseling seminars, discussion of self-awareness and ethical issues, discussion of the promotion of mental health, discussion of case evaluation and test implementation and interpretation, and counseling research.

Methods:

1. For Objectives (1) and (3), students perform an internship in a school or community institution.
2. For Objectives (2)~(4), students receive weekly supervised counseling to enhance their professional knowledge and skills for counseling.
3. For Objectives (4) and (5), students engage in counseling case discussions and group counseling seminars, supplemented by viewings and discussion of individual and group counseling recordings and videos.
4. For Objective (6), students participate in two guidance and counseling seminars, and present a research topic and their reflections on the topic.
5. For Objectives (4) and (5), the instructor reviews weekly notes from the students, visits the student's internships site, consults with the internship supervisor, and provides appropriate instructional or assistive materials.

Internship in Counseling (3 credits, elective)

(Domain: Supervised Field Practice, Ethical Principles, Professional Identity)

Prerequisite: Counseling Theory

Objectives:

1. To work with professional counseling teams for internship.
2. To cultivate professional knowledge through professionally supervised counseling work, implementing individual and group counseling, psychological testing, and mental health promotion.
3. To apply counseling theory and techniques to achieve convergence of theory and practice.
4. To develop self-counseling theory and enhance professional growth.

Content: In this course, 3rd-year master's level students engage in internships which provide the opportunity to engage in individual and group counseling, psychological testing and the promotion of mental health, leading to the improved integration of theory and practice, while providing better understanding of legal and ethical issues in counseling. Learners report on their internship experience in classroom discussion, and engage in role play, case discussion, group counseling discussion, and the viewing and discussion of psychotherapy-related videos. Instructor-supervised discussions focus on integrating theories of counseling and psychotherapy into practice. The course also provides teacher-supervised internships, administrative supervision of internships, interviews with professionals work in the field, and internship feedback and guidance on future internship opportunities.

Methods:

1. To achieve Objective (1), students engage in full-time professional counseling internships, working under the supervision of professional counselors in the field.

2. To achieve Objectives (2)~(4), student internships are monitored by a supervisor.
3. To achieve Objective (4), instructors provide written feedback on the intern' s experience, supplementing classroom lectures, viewing and discussion of relevant videos, group in-class supervision, reading and discussion of texts related to counseling and psychotherapy. The instructor also conducts site-visit and communicates with the internship supervisor to provide feedback and guidance.