

BACHELOR 'S PROGRAMME

PEDAGOGY

2nd YEAR OF STUDY, 1st SEMESTER

COURSE TITLE	SCHOOL GUIDANCE AND COUNSELING
COURSE CODE	-
COURSE TYPE	full attendance/ tutorial
COURSE LEVEL	1 st cycle (bachelor's degree)
YEAR OF STUDY, SEMESTER	2 nd year of study, 1 st 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
	<p>General competences:</p> <ul style="list-style-type: none"> → Counseling, guidance, and psycho-pedagogical assistance for various categories of people/groups → Applying efficient work techniques in multidisciplinary teams on various hierarchical levels <p>Course-specific competences:</p> <ul style="list-style-type: none"> → 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
	<ul style="list-style-type: none"> → 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
	<ul style="list-style-type: none"> → 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> → Non-verbal communication → Active listening and assertive communication techniques → Self-development techniques

	<ul style="list-style-type: none"> → Conflict management → Career planning process
F	RECOMMENDED READING FOR SEMINARS
	<ul style="list-style-type: none"> • 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