

**CHD 602 - FUNDAMENTALS OF COUNSELING
SPRING 2013**

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Office Hours: M/T/R: 3:30 - 6, W, F: By Appointment

Additional hours are available by appointment. Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.

Course Description:

Counselor and consultant characteristics and behaviors that influence helping processes; practice and application of essential interviewing and counseling skills; facilitation of self-awareness; ethical and legal considerations. Characteristics of fully functioning individuals will be emphasized.

Conceptual Framework:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of practice.
3. Form communities of learners through collaboration, teamwork and research-based approaches.
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Referenced Standards:

Knowledge and understanding of:

AL-SDE 290-3-3-.50(3)(j)1.(ii) - individual counseling, including establishing facilitative relationships.

CACREP.2.K.5 - HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

CACREP.2.K.5.a - counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

CACREP.2.K.5.b - an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

CACREP.2.K.5.g - ethical and legal considerations.

Prerequisites: None

Required Readings:

Egan, G. (2010). *The skilled helper: A problem-management and opportunity development approach to helping* (9th ed.). Belmont, CA: Brooks/Cole.

(ISBN-10 = 0495601896; ISBN-13 = 978-0495601890)

Schwartz, B. & Flowers, J. (2010). *How to fail as a therapist: 50+ ways to lose or damage your patients* (2nd ed.). Atascadero, CA: Impact Publishers.

(ISBN-10 = 1886230706; ISBN-13 = 978-1886230705)

Handouts as assigned in class.

Livertext

Instructional Modalities: Lecture, discussion, role-playing, modeling, cooperative learning, experiential exercises

Student Outcomes & Course Competencies

Course Objectives: Upon completing this course, students will demonstrate knowledge and understanding of:

1. individual counseling, including establishing facilitative relationships; AL-SDE 290-3-3-.50 (3)(j)1.(ii)
2. counselor & consultant characteristics & behaviors that influence helping processes including age, gender & ethnic differences, verbal & non-verbal behaviors, & personal characteristics, orientations, & skills; (CACREP.2.K.5.a)
3. an understanding of essential interviewing & counseling skills so that the student is able to develop therapeutic relationships, establish appropriate counseling goals, design intervention strategies, evaluate client outcomes, & successfully terminate the counselor-client relationship; (CACREP.2.K.5.b, CF 3)
4. student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate boundaries; (CACREP.2.K.5.b, CF 6)
5. ethical and legal standards as determined by appropriate professional associations, legislation and court decisions. (CACREP.2.K.5.g, CF 1)

Evaluation:

Course Requirements	Outcomes & Competencies	Grading Scale
Reflections – 20%	1, 4	A = 90 to 100
Video role-plays – 30%	1, 3	B = 80 to 89.99
Midterm exam – 25%	2, 5	C = 70 to 79.99
Final Exam – 25%	3, 5	D = 60 to 69.99
		F = 59.99 and below

- ✓ Since counseling is an inexact science, part of the grade is a subjective, professional decision by the instructor.
- ✓ Five points will be deducted for each day beyond the due date a video assignment is turned in to the instructor. If an emergency occurs and you are unable to get to class, you may mail your video and the postmark will serve as the date that it was turned in.
- ✓ If you cannot come to class when an assignment is due, you may e-mail the completed assignment to the instructor and that will serve as the date it is turned in. You will not receive a grade until you have turned in a paper copy, and you may use this option only once during the semester.
- ✓ All assignments should be typed using Times New Roman, 12 point font and double spaced. (APA style)
- ✓ You are expected to be present at all exams. It will be determined on a case-by-case basis if a make-up exam will be given. Documentation for the reason for the missed exam will be required, and the test will be taken in a timely manner, with the time and date set by the instructor.
- ✓ Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission from the instructor must be obtained prior to class in these situations.
- ✓ Frequently in class discussions relate to mental illness, loss, trauma, crisis, etc., therefore, if you find that these discussions are difficult for you this may not be the best time for you to take this course.

Description of Course Requirements:

1. Attendance and participation. Attendance at all classes is expected; if you do not attend, you cannot participate.

2. Video role-plays (30%). The video role-plays are an opportunity for you to demonstrate effective use of basic listening skills. Each role-play will count for **10%** of your grade. Rubrics are available to you via LiveText or Angel, which will outline the requirements for each role-play. Read these carefully and ask questions in class.

Make sure that the instructor can see and hear your video before turning it in. Failure to do so will result in a zero for the assignment.

3. Book journal (20%). Read the book *How to Fail as a Therapist* and write a journal. Include one quote from 30 of the “errors” and your reactions to each quote that you have chosen, i.e. feelings that were evoked, agreement or disagreement with the text, and your reasons. Be sure to explain your reactions. Please do not tell me what the authors said – this is a reflection of what you feel and think. This should be typed, double spaced, and staple or paper clip your paper (no binders, etc.).

4. Midterm exam (25%). Multiple choice questions, short answers to questions or scenarios related to the material in the chapters.

5. Final exam (25%). Multiple choice questions, short answers to questions or scenarios related to the material in the chapters.

Academic Honesty. Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment

acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Attendance

UNA's attendance policy states: "Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor." (p.33)

All faculty in the Counselor Education department have adopted the following policy:

If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Emergency Procedures -- Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

- Assist persons with physical disabilities, if needed.
- Do not use the elevators.
- Time permitting, close all doors and windows.
- Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

Course Schedule & Course Content:

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
1/14	Introduction to Helping What helping is about The role of a working model of full human functioning Challenges for the helping professions	1
1/21	No class – MLK Day	
1/28	The Helping Relationship Values that drive the helping relationship Respect, empathy, client responsibility A bias for action Self-care	2
2/4	Overview of the Helping Model Problem management/Rational problem-solving Ongoing evaluation Flexibility in the use of the model The search for best practice	3
2/11	The Current Picture Help clients tell their stories Moving into action Reluctance/Resistance Resilience	4
2/18	Communication Skills of Therapeutic Dialogue Visibly tuning in/Active listening Processing what you hear Listening to oneself	5
2/25	Empathic Responding Perceptiveness, know-how & assertiveness Responding with empathy Video #1 due	6
3/4	The Art of Probing & Summarizing Providing focus & direction Developing proficiency in communication skills	7
3/11	Midterm Exam	
3/18	Facilitating Client Self-Challenge Challenge: The basic concept Specific skills Facilitating client self-challenge	8
3/25	Spring Break – No Class	

4/1	Clients' Search for Value Helping clients challenge themselves Guidelines for effective challenging Linking challenge to action Book journal due	9
4/8	Decisions, Goals, Outcomes & Impact Effective decision-making Solution-focused helping Video #2 due	10
4/15	Designing & Committing to a Better Future Identifying possibilities Crafting the change Committing to change	11
4/22	Plans to Accomplish Goals Developing strategies Choosing best-fit strategies Formulating viable plans Video #3 due	12
4/29	Making It All Happen Moving from planning to action Social support/Resilience revisited Getting along without a helper	13
5/6	Final Exam	

This schedule should be considered a tentative outline for the course and subject to change.

I have received a copy of the syllabus for CHD 602. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Name (please print) _____

Signature _____ Date _____