Course Title: Counseling Skills in Human Relations

Course Number: HR 5463-103

Course Description:
This course emphasizes basic and specialized skills necessary to function effectively in a helping relationship. Concepts and skills will be learned through the readings and class discussions, lectures, demonstrations, case studies, written exercises, videos and in-class role playing in which students practice being a counselor and counselee. Emphasis will be placed upon understanding the nature of the helping process in a practical and applied way. Various levels of communication skills will be practiced and different approaches to problem-solving and thinking about the counseling process will be studied. The helping model which develops will be one which promotes positive helping relationships, strategic planning and action-oriented outcomes. Self-exploration and some level of self-disclosure are required inasmuch as effective counseling requires the ability to understand oneself and to articulate personal feelings.

Class Dates, Location and Hours:

Dates: November 4-6 & 11-13, 2016
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: October 6, 2016

Site Director:
Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:
Course Professor: Joan Phillips, PhD
Telephone Number: (405) 364-2008
E-mail Address: joanphillips@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:
The objectives of this course are for students to:

- learn basic and specialized skills in counseling within the human relations field;
- acquire an advanced understanding of counseling as an active helping process;
- practice various communication skills in order to gain a working familiarity with counseling techniques;
- develop a thorough understanding of how to set counseling objectives that are outcome oriented;
- examine the counseling process critically and strategically;
- increase self-knowledge related to being an effective human relations professional; and
- enhance the ability to self-monitor as a human relations counselor.

Assignments, Grading and Due Dates:

**Paper #1: values that drive the helping relationship**

On the first day of class, a paper is due based on your reading and reflection over Chapters 1 and 2 of the Egan text. Discuss what personal values will/or do drive your role as a helping professional. Be sure to also discuss the obstacles or biases you may be dealing with as a helper. In addition to the reflection related to the text, also present two personal scenarios of issues you are comfortable role playing in class in the practice sessions. These should be real and authentic but something you are comfortable sharing and exploring in this setting. Describe these two issues briefly identifying background, feelings, thoughts and behaviors linked to these issues.

This paper should be 5-7 pages long, APA style, citing Egan as needed. Only include personal information you feel comfortable discussing in your paper and/or in practice counseling sessions in class. There will be a dropbox for this paper and it is due the first night of class.

**Paper #2: Yalom’s Love’s Executioner & Other Tales of Psychotherapy**

A second paper is due a week after the class is finished, November 20, 2016 and should be placed in the dropbox in word format.

Using Yalom’s book, and a minimum of two other sources relating to counseling, write an 8-10 page paper, APA style, consisting of the following parts:

Part one: Discuss the importance for counseling theory of what Yalom describes as the four existential givens (p. 5, Prologue). Explain how the “seeds of wisdom and redemption” are present in these existential realities.

Part two: Briefly discuss 5 of the 10 cases Yalom presents. Summarize the case; point out seminal ideas that Yalom develops and comment on their relevance; and identify ways that the case can help you be a better counselor.

Part three: Summarize some of your own ideas on the meaning and purpose of counseling and psychotherapy.

Active participation in class activities

You are expected to participate actively in the counseling skills training sessions and any in-class experiential learning activities. This entails practicing the particular skills of the exercise being studied at the given time and trying to do your best to master the skill. When doing role-plays, it is often tempting to get off track in general conversations, or to talk about the exercise rather than to practice the skill, or to fall back on previously learned skills. The key to active participation when doing role-plays and class
exercises is to stay focused on the assignment in an energetic and creative manner and to realize that avoidance of the skills training is usually a defense mechanism.

Counseling demonstration
You and a partner in class will be asked to role play a counseling intervention. You will be in the role of counselor and will serve as “client” for your partner.

As counselor, you will demonstrate various skills and strategies learned in class. Examples of skill sets that you may demonstrate include (but are not limited to) exploring feelings, challenging client perspectives, goal setting, developing an action plan to accomplish goals, identifying core messages, examining irrational beliefs or building rapport and empathy. More details regarding the role play will be provided by the instructor during the class time.

Your role play should last about 5 minutes and will be conducted on the last day of class. At the end of your role play, you will be asked to describe what you were trying to accomplish and receive feedback on strengths and weakness from your “client”, the instructor and classmates.

Writing Style and Scholarly Effort:
All of your written work for this course should be carefully edited before submission. Your papers should be well organized, free of grammatical errors, thoughtful and give evidence of scholarly work. If you cite other writers, APA style should be used in the citations and reference list. The papers should have a cover sheet.

Grading:
This is a letter-graded course: A, B, C, D, or F. Grades will be determined as follows:

A = 90 – 100; B = 80 – 89; C = 70 - 79

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper #1: values and personal issues paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Paper #2: case studies from Yalom’s <em>Love’s Executioner</em></td>
<td>25 points</td>
</tr>
<tr>
<td>Active participation in class activities</td>
<td>25 points</td>
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<tr>
<td>Final counseling demonstration</td>
<td>25 points</td>
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Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

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INSTRUCTOR VITA
Joan Phillips, PhD, LMFT, LPC, ATR-BC

Education
- MA Psychology Duquesne University
- MS Psychology and art therapy Emporia State University
- PhD Interdisciplinary Studies/Art Therapy Union Institute and University

Current Positions
- Adjunct Professor of Human Relations, University of Oklahoma, Norman, OK
- Adjunct Professor of Art Therapy, St. Mary of the Woods, Indiana
- Adjunct instructor in Art Therapy, New York University

Frequently Taught Advanced Programs Courses
- Basic Counseling Skills
- Ethics
- Counseling Approaches

Major Areas of Teaching and Research Interest
- Clinical Practice with families and children
- Art therapy and expressive techniques
- Ethics and professional practice

Representative Honors and Awards Received
- Fulbright Scholar, Ireland 2011
- Most inspiring faculty (voted by student-athletes) 2002
- Past president American Art Therapy Association
- Past president Art Therapy Credentials Board
- Former member of Oklahoma LMFT Board
- Current Chair of the National Coalition of Creative Arts Therapies Associations