Course Title:
Counseling Skills in Human Relations

Course Number:
HR 5463-101

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: August 6-12, 2012
Location: Nellis AFB, Las Vegas, Nevada. See Site Director for classroom location.
Hours: Mon-Fri: 6:00-9:30, Sat: 8:00 am - 4:30 pm: Sun 8:00 am-12:00
Last day to enroll or drop without penalty: July 8, 2012

Site Director:
Megan Fitzpatrick Meneses. Phone: 702-643-5354; E-mail: apnellis@ou.edu

Professor Contact Information:

Course Professor: Tim Davidson, Ph.D.
Mailing Address: Department of Human Relations
University of Oklahoma
PHSC, Room 728
Norman, OK 73019
Telephone Number: (405) 325-1756
Fax: (405)-325-4402
E-mail Address: timdavidson@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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).


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:**

1. **Paper #1: early recollections, genogram, lifeline or life chronology**

   On the first day of class, a paper is due based on information in Seligman’s text, *Fundamental Skills for Mental Health Professionals* (pp. 124-137). Material you discuss in this paper will frame issues you may choose to work on during the in-class role plays. One copy of this working paper should be turned in to the instructor and another copy kept for your point of reference during the practice sessions.

   On the part concerning “early recollections” focus on earliest memories that provide some insight into your life, including painful memories, conflicts, happy times, special friendships or specific experiences that mean something to you. Follow Seligman’s guidelines in eliciting, processing and analyzing 3 memories.

   On the part concerning the “genogram”, draw a 3 generation (brief) genogram and follow the questions Seligman offers on developing a genogram; include a strength-based analysis and birth-order analysis in addition to the other points of enquiry identified in the text.

   On the part concerning the “lifeline” or “life chronology” follow Seligman’s outline and analysis questions.

   In conclusion, identify 3 issues you want to work on during in-class role plays, briefly identifying background, feelings, thoughts and behaviors linked to these issues.

   This paper should be 8-10 pages long, APA style, citing Seligman’s book. Only include personal information you feel comfortable discussing in your paper and/or in practice counseling sessions in class.

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

   A second paper is due a week after the class is finished and should be e-mailed to the instructor as an attachment in word format, to timdavidson@ou.edu.

   After reading 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.

3. Active participation in class activities

You are expected to participate actively in the counseling skills training sessions. 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.

4. 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, confronting, taking a strength’s perspective, goal setting, developing an action plan, 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper #1: early recollections, genogram, lifeline or life chronology</td>
<td>25 points</td>
</tr>
<tr>
<td>Paper #2: case studies from Yalom’s Love’s Executioner</td>
<td>25 points</td>
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<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. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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.

Copyright

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.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Tim Davidson, Ph.D.

Education
1982 University of Edinburgh, Scotland; Interdisciplinary Studies in Clinical and Counseling Psychology, Existential and Phenomenological Philosophy and Theology

Current Positions
- Associate Professor of Human Relations, University of Oklahoma, Norman, OK
- Graduate Liaison, Department of Human Relations

Frequently Taught Advanced Programs Courses
- HR 5003 Theoretical Foundations
- HR 5100 Assessment and Evaluation
- HR 5463 Counseling Skills in Human Relations
- HR 5413 Chemical Dependency

Major Areas of Teaching and Research Interest
- Clinical Practice
- Race Relations
- Ethics

Representative Honors and Awards Received
- Who’s Who in American Colleges and Universities
- New York State Coalition Against Sexual Assault (Committee 1995-97)
- Mid-Hudson Regional Prevention Conference (Planning Committee 1995-97)
- Faculty-in-Residence, University of Oklahoma (2000-present)