Course Title:
Counseling Skills in Human Relations

Course Number:
HR 5463-224

Course Description:
This course will emphasize basic helping skills necessary to function effectively in a professional helping relationship. Students will be introduced to the Three-Stage Model for Helping (Hill, 2009) which is organized around the three phases of exploration, insight and action. Skills such as attending, reflection, restatement, challenging, use of immediacy, self-disclosure and direct guidance will be covered. Concepts and skills will be learned through assigned readings, lectures, case studies, written exercises, demonstration videos, and in class role-play exercises. Emphasis will be placed on understanding the nature of the helping process in a practical and applied way within a multicultural perspective. Self-exploration and some level of self-disclosure is an essential part of this class in that effective counseling requires self-awareness and insight into one's own emotional functioning. Students will receive feedback from the instructor and peers regarding interpersonal style and execution of helping skills as demonstrated during in class role-play exercises.

Class Dates, Location and Hours:
Dates: June 19 – 24, 2012
Location: Lakenheath, England. See Site Director for classroom location.
Hours: Tue-Fri 6:00-9:30 p.m.; Sat-Sun 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: May 21, 2012

Site Director:
Lexi Kemp. Phone: 44-1638-52-6186; DSN 226-6186; Fax: 44-1638-532827; E-mail: aplakenheath@ou.edu

Professor Contact Information:
Course Professor: Rachael A. Robinson-Keilig, Ph.D.
Mailing Address: 4502 East 41st Street, Suite 1J18
Tulsa, OK 74135
Telephone Number: 918-660-3492
Fax Number: 918-660-3490
E-mail Address: rrkeilig@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.oklahomauion.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 oklahomauion@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.).


3. Materials posted on the OU Desire to Learn (D2L) system: Additional assigned readings will be posted on the D2L course page. Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

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:**

1. To learn basic and specialized skills in counseling within the human relations field
2. To acquire an advanced understanding of counseling as an active helping process
3. To practice various helping skills in order to gain a working familiarity with counseling techniques
4. To examine the counseling process critically and strategically within a multicultural and sociopolitical perspective
5. To increase self-knowledge related to being an effective human relations professional
6. To enhance the ability to self-monitor as a human relations counselor

**Assignments and Due Dates:**

<table>
<thead>
<tr>
<th>Readings</th>
<th>Location</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Therapist Fears and Concerns (Pipes &amp; Davenport)</td>
<td>D2L</td>
<td>6/19/2012</td>
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<tr>
<td>The Counselor: Person and Professional (Corey)</td>
<td>D2L</td>
<td>6/19/2012</td>
</tr>
<tr>
<td>Intake Interviewing (Pipes &amp; Davenport)</td>
<td>D2L</td>
<td>6/19/2012</td>
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<tr>
<td>Helping Skills (Hill) (<em>all chapters</em>)</td>
<td>Textbook</td>
<td>6/19/2012</td>
</tr>
<tr>
<td>The Gift of Therapy (Yalom) (<em>all chapters</em>)</td>
<td>Textbook</td>
<td>6/19/2012</td>
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</tbody>
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<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Discussion Board (Five Questions)</td>
<td>15</td>
<td>6/11-17/2012</td>
</tr>
<tr>
<td>Paper: Self Reflection</td>
<td>30</td>
<td>6/15/2012</td>
</tr>
<tr>
<td>Serving as a Practice Client</td>
<td>5</td>
<td>6/19/2012</td>
</tr>
<tr>
<td>In class role-plays</td>
<td>30</td>
<td>In class</td>
</tr>
<tr>
<td>Final Exam (in-class)</td>
<td>70</td>
<td>In class</td>
</tr>
<tr>
<td>Consent Form &amp; Intake Interview</td>
<td>50</td>
<td>7/8/2012</td>
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**Discussion Board.**

Starting on **June 11th**, five different questions will be posted on the D2L Discussion Board. You are required to respond to each question and engage in a discussion with your peers regarding their responses to each question. The discussion board will close by **11:00pm Sunday, June 17th**. Your participation in the discussion board is worth **15 points**.

1. How do you distinguish between helping and counseling?
2. What do you believe are the top three characteristics of an effective helper/counselor?
3. What is your biggest fear (causes you the most anxiety) about becoming a counselor?
4. Do you believe empathy is an attitude or skill? Why?
5. What are your reactions/thoughts to Yalom’s book “The Gift of Therapy”
Paper: Self Reflection

The goal of this paper is to encourage thoughtful reflection on various issues related to becoming a helper/counselor. Address the following questions in your paper. Your paper should be typed, double-spaced, 12-point font, 1-inch margins and in APA format. Your paper is due to the D2L drop-box by **11:00pm Friday, June 15th**. This paper is worth **30 points**.

1. What is motivating you to become a counselor? What are your career goals?
2. What is your understanding of how and why people change through counseling?
3. What strengths and weaknesses do you bring to the role of counselor?
4. Think of a time when you felt helped by someone. What did that person do that was helpful to you?
5. Think of a time when you needed help and the person you turned to was not at all helpful. What did he/she do to make this experience unhelpful?
6. Identify 2-3 current situations in your life where helping skills could be utilized.

Serving as a Practice Client

Because a portion of this class will involve in class role-plays, every student will have the opportunity to practice being the counselor and likewise serve as a practice client. The goal of this assignment is for you to prepare for when you serve as the practice client. The success of the role-plays will depend partly on your willingness to discuss real information about personal topics. This is preferable for two reasons: 1) counselors in training have difficulty learning what is effective when clients are not responding genuinely, and 2) practice clients are unable to provide useful feedback to the counselor (student) about what is helpful and how the interventions feel if they are not discussing real problems. I would rather you immerse yourself in the immediate experience of the practice role-play then try to pretend how a made up client might feel or think. All information discussed in the role-plays will remain confidential. Please review pages 20-24 of your textbook (Hill, 2009) and submit a 1-2 paragraph summary of what you plan to discuss when in the role of a practice client. Topics preferable for this type of training role-play are listed on page 22 of your textbook (Hill, 2009). Your 1-2 paragraph summary is due to the first day of class **Tuesday, June 19th**. This assignment is worth **5 points**.

In Class Role-Plays

Every student will have the opportunity to practice being the counselor and likewise serve as a practice client. Your participation in these role-play exercises will occur in class and is worth **30 points**.

Final Exam

The final exam will take place during the last class meeting on **Sunday, June 24th**. The final exam will be comprised of multiple-choice items and the observation then critique of a therapy session. The final exam is worth **70 points**.

Consent Form & Intake Interview

Consent for treatment is discussed with every new client and is part of an ethical counseling practice. The purpose of this assignment is for you to construct your own consent form that can be used with future clients. In class we will review different examples of consent forms and discuss the various components of a consent form. Your consent form will reflect your understanding of this information and also reflect your own personal approach/style towards counseling. The second part of this assignment requires you to develop your own outline for an intake interview. Intake interviews can take many forms, yet there is certain information that should be addressed in every intake. The structure and purpose of the intake interview will be discussed in class. Your outline of questions to address in an intake will reflect your understanding of this information. Your consent form and intake interview outline are due to the D2L drop-box by **11:00pm Sunday, July 8th**. This assignment is worth **50 points**.
Grading:

This is a letter-graded course (A, B, C, D, F). Final letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Point Total</th>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>180-200</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>160-179</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>140-159</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>120-139</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-119</td>
<td>&lt;59%</td>
<td>F</td>
</tr>
</tbody>
</table>

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

Rachel A. Robinson-Keilig, Ph.D.

Education

2010 Counseling Psychology
Specialization: Women’s and Gender Studies
University of Nebraska-Lincoln

Current Positions

2011-Present Assistant Professor - University of Oklahoma-Tulsa
Department of Human Relations
Women’s and Gender Studies Program

Frequently Taught Advanced Programs Courses

- HR 5003 Theoretical Foundations in Human Relations
- HR 5563 Career Counseling
- HR 5463 Counseling Skills in Human Relations

Major Areas of Teaching and Research Interest

- Counseling Skills
- Gender
- Counseling Ethics
- Diversity
- Multicultural & Social Justice Counseling
- Violence Against Women
- Feminist Theory

Representative Publications and Presentations


Representative Honors and Awards Received

- Institute for Feminist Academic Psychologists, Division 35, Invited Participant, 2012
- Presidential Scholarship, Data and Decision Academy, Association for Institutional Research, 2010
- Professional Development Grant, Central Community College Foundation, 2010
- Karen Dunning Women’s Studies Scholarly Paper Award, University of Nebraska-Lincoln, 2006
- Gretchen Bechtol Lee Fellowship, University of Nebraska-Lincoln, 2006

Major Professional Affiliations

- American Psychological Association, Member
- Division 17 (Counseling Psychology), Member
- Division 35 (Psychology of Women), Member