



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## HR 5463-104: Counseling Skills in Human Relations

### 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, and Format Information:

Dates: July 12 – 18, 2021  
Format: Hybrid; course to be held via Canvas and Zoom  
Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.  
Last day to enroll or drop without penalty: June 13, 2021

### Site Director and Information for VA Benefits:

Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.  
Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.  
Email: [apwashington@ou.edu](mailto:apwashington@ou.edu). Phone: 703-418-4800.

### 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  
E-mail Address: [timdavidson@ou.edu](mailto: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 OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and

order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online

1. Seligman, L. (2008). *Fundamental skills for mental health professionals*. Upper Saddle River, NJ: Prentice Hall. ISBN 9780132292313.
2. Yalom, I.D. (2012). *Love's executioner: and other tales of psychotherapy*. New York: Basic Books. ISBN 9780465020119.

### **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: 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.

#### **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](mailto:timdavidson@ou.edu). (The date you send the assignment, in your site location time zone, will be considered as record of meeting the due date)

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.

**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.

**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. Papers submitted in hard copy will be returned in person during class or through the site director after the class is finished. The procedure for returning instructor comments on papers e-mailed to the instructor will be by return e-mail.

**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

Assignment	Due Date	Points
Paper #1: early recollections, genogram, lifeline or life chronology	First class session (7/12/21)	25 points
Paper #2: case studies from Yalom’s <i>Love’s Executioner</i>	One week after last class session, (7/25/21)	25 points
Active participation in class activities	During class sessions	25 points
Final counseling demonstration	During class sessions	25 points

**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](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.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

### **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.

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 Publications and Presentations

- Davidson, J.R., & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. *Health & Social Work, 21*(3), 208-215.
- Davidson, T. (2000). Economic determinants and managed behavioral healthcare. *Free Inquiry in Creative Sociology, 28*(2), 55-62.
- Davidson, J.R., Davidson, T., & Crain, J. (2001). White skin and sheepskins: Challenging the status quo in the education of helping professionals. *The Journal of Intergroup Relations, 27*(4), 3-15.
- Davidson, T. (Spring/Fall 2006). Ricoeur's phenomenology of the ego: A clinical emphasis. *Journal of French Philosophy (16)*1, 2, 82-92.
- Davidson, T., & Davidson, J. (2008). "Bell hooks, White Supremacy and the Academy," *Rocks, Margins, Looks: Critical Perspectives on bell hooks*. M. Davidson and G. Yancy, Eds. New York: Routledge Press, 68-80.

### 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)