

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Counseling Approaches in Human Relations

Course Number:

HR 5533-105

Course Description:

This course examines the historical, contemporary, clinical, and training issues in the practice of mental health counseling in community agencies. The course provides information related to the following aspects of clinical mental health counseling: (a) professional roles and responsibilities; (b) functions of clinical mental health counselors; (c) professional organizations; (d) state and national credentialing; and (e) counselor advocacy and self-care. Lastly, the student will be provided with an in-depth understanding of the American Counseling Association Code of Ethics and the National Counselor Examination. This course emphasizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. Prevention, intervention, consultation, education, and advocacy in community agencies are also studied.

Class Dates, Location and Hours:

Dates: June 16 – 18 & 23 – 25, 2017

Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.

Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 9:00 a.m. - 1:00 p.m.

Last day to enroll or drop without penalty: May 18, 2017

Site Director:

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

Professor Contact Information:

Course Professor: Dr. Katie Allen

Mailing Address: Physical Sciences Building, Room 702

Telephone Number: (405) 325-2402 HR (Office)
(806) 438-0663 Cell (Between the hours of 9am – 6pm)

E-mail Address: kallen@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, or 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@fhcg.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 4p.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.

1. Erford, B. T., Hays, E. D., Crockett, S. (2015). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN 9780133488821.
2. Yalom, I. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients* (2nd ed.). New York: Harper Collins. ISBN: 978-0061719615
3. Materials posted on canvas at canvas.ou.edu; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance. Please print out, read, and **bring the following to class**:
 - American Counseling Association Code of Ethics (<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>)
 - Chapters posted from *Clinical Mental Health Counseling in Community and Agency Settings*

Note: Follett 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 Follett.

Course Objectives:

1. Acquire an understanding of the history and philosophy of the counseling profession.
2. Acquire knowledge of professional roles, functions, and relationships of professional community mental health workers.
3. Acquire knowledge of the self-care strategies appropriate and necessary for the counselor role.
4. Acquire an awareness of counseling supervisions models, practices, and processes.
5. Acquire knowledge and understanding of professional organizations including membership benefits, activities, services to members, and current issues.
6. Acquire an understanding of the professional credentialing process including certification, licensure, and testing preparation.
7. Acquire knowledge of the role of the counselor as a social change agent and advocate for clients, the community, and the counseling profession.
8. Acquire an understanding of the professional issues that affect clinical mental health counselors (e.g., ethical issues, managed care, etc.).
9. Acquire understanding of the range of mental health service delivery (i.e., inpatient, outpatient, aftercare, etc.).

Assignments, Grading and Due Dates:

Class Participation & Attendance - Due Each Class - 200 Points:

The goal of this course is two-fold:

1. The course aims to prepare you for practice as a professional counselors, and
2. The course should better prepare you for the National Counseling Examination required for licensure as an LPC. The course is divided into the following topics:

You will get as much out of this course as you put into it. **Thus, participation will comprise a substantial amount of your grade and will require you to actively participate in all components of the course.** Participation includes active involvement in discussion, role-plays, case studies, national examination preparation questions, practice exams, etc. Points will be deducted for inattention, disrespect, getting off-task, lack of effort, lack of prompt attendance, or not completing assignments, tasks, discussions, etc. Please expect to participate in experiential and/or group activities and “think tanks” on a daily basis.

Weekend 1:

Orientation to the Profession

Weekend 2:

Orientation to the National Counselor Examination

Assignment I: Agency Visit, Interview, & Presentation - Due the First Class (6/16) – 200 Points:

Part 1: Research a Human Services Agency

You will select a human service agency that provides services to the community (this is important for all students regardless of concentration). Ideally this will be a counseling environment or setting in which you would like to work or in which you have an interest. This **should not** be the agency in which you currently work, but it can be an agency in which your colleagues or classmates work. You will contact the agency and schedule a meeting with someone on staff who can inform you of the types of services provided by their agency. You must visit the agency in person to conduct Part 1 and Part 2 of the assignment. You will prepare a handout and will bring this handout to class to share and briefly discuss your chosen site.

In addition, you will submit your handout on Canvas for this course. A guideline for questions and your handout are provided. You will submit a handout covering what you learned about the agency as well as a reaction paper describing what you learned, what surprised you, and what you believe to be the positive and negative characteristics of the agency or organization. More information is provided in the appendix below and on Canvas.

Part 2: Interview a Professional Counselor within the Agency

The purpose of the interviews is to better understand the **roles and responsibilities** of professional counselors in the area of licensure, advocacy, professional organization membership and collaboration with other human services providers.

While you are visiting and researching your human service agency, you will also contact a professional counselor (or other mental health professional) at that site and request an interview for the purposes of our class. Potential interview questions will be provided. They include questions related to the **roles and responsibilities** of professional counselors in the area of licensure, advocacy, professional organization membership and collaboration with other human services providers. After completing your interview, write a report of your experience. Your report should include a **summary** of your interview (not a word-for-word account), and a report of your reflections/reactions of the site and the individual interviewed (what you thought/how you felt). Part II should be 3 – 4 pages.

Part 3: Presentation

We will discuss your agency visits and interviews during the first weekend of class. You should be prepared to speak regarding your experience. These will be informal presentations.

Class Assignment II – Professional Beliefs Statement - Due the First Sunday (6/18) – 150 Points:

This 3- 4 page statement should outline your motivations for choosing the counseling field. A *Self-Assessment* by Corey, Corey, and Callanan (2011) will be posted on Canvas. You may want to take this self-assessment prior to writing your reflection to better understand your values, biases, attitudes, and cultural influences that may influence your motivation to become a counselor. Answer the following questions as you write:

1. What cultural identities, values, and experiences led you to consider a career in counseling?
2. Why do you view counseling as an important field today?
3. What are your thoughts about how people change?
4. What counseling settings and or populations think you are interested in serving? Why?
5. What skills do you believe you already possess that will help you in this field?
6. What skills do you hope to gain from this program?

Your paper may be written in the first person, and you are not required to include references. However, if you do choose to include references, you must adhere to APA style. Even though this paper is informal in nature, please utilize your best writing skills to create a professional and personal paper about why you chose the helping professions. The paper is worth 150 points and is due the first Sunday of the course. More information will be provided on Canvas within the dropbox for the assignment.

Class Assignment III: Yalom Reflection - Due the Second Friday (6/23) – 150 Points:

Yalom’s book *The Gift of Therapy* has been assigned as required reading. This text uses real cases to demonstrate how patients and therapists navigate the process of therapy. The book is meant for beginning therapists to explore some of the most important aspects of the therapeutic process.

Students are to read the text and reflect on the content. Students will write a three-to-four (3 – 4) page reflection paper summarizing what they have learned from reading this book. Students will also identify key aspects applicable to their work and identity as counselors. Students should also consider any biases, concerns, or ethical questions they encounter in the book. Assignment 3 is due on the second Friday of the course and is worth 150 points. Papers are to be in APA format and submitted to Canvas. We will discuss Yalom’s text as well as your reactions to it during the second weekend of the course.

Practice Exams - Due Throughout the 2nd Weekend – 100 Points:

Part of the purpose of the course is to prepare you to sit for the National Counselor Exam. Thus, we will be taking several practice exams during the second weekend of the course. These practice exams are meant to familiarize you with **both** the material on the exams as well as the testing format and timing. Active participation and effort are expected during these practice examinations.

Final Exam - Due the Last Class Session (6/25) – 200 Points:

The final exam will test students’ knowledge of the various topics learned over the course. That may include all texts, readings, lectures, discussions, and video/film presentations. The final exam will occur during the last class session. The final exam will give you an opportunity to reflect what you have learned regarding professional practice and the National Counselor Examination.

Grading

This is a letter-graded course: A, B, C, D, or F. The course grade will be comprised of the following:

| Assignments | Due Date | Points |
|------------------------------|-------------------------|---------------|
| Participation & Attendance | All Class Sessions | 200 |
| Assignment #1 & Presentation | First Night of Class | 200 |
| Assignment #2 | First Sunday of Class | 150 |
| Assignment #3 | Second Friday of Class | 150 |
| Practice Exams | Second Weekend of Class | 100 |
| Final | Last Class Session | 200 |

Grading scale: A=900-1000, B=800-899, C=700-799, D=600-699, F=59% and below.

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.

Class Assignment I
HR 5553 – Counseling Approaches in Human Relations
Advanced Programs

Agency Visit, Interview, & Presentation

Part I: Research a Human Services Agency

You will select a human service agency that provides services to the community (this is important for all students regardless of concentration). Ideally this will be a counseling environment or setting in which you would like to work or in which you have an interest. This **should not** be the agency in which you currently work, but it can be an agency in which your colleagues or classmates work. You will contact the agency and schedule a meeting with someone on staff who can inform you of the types of services provided by their agency. You must visit the agency in person to conduct Part 1 and Part 2 of the assignment. You will prepare a handout and will bring this handout to class to share and briefly discuss your chosen site. Your handout should be **1 – 2 pages** and should describe the agency, agency purpose, types of clients the agency sees, presenting concerns, etc. These are to be submitted to Canvas. A guideline for questions and handout are provided below.

You will also submit a reaction paper describing what you learned, what surprised you, and what you believe to be the positive and negative characteristics of the agency or organization. Your reaction paper should be a **minimum of 2 pages**. We will discuss your agencies during the first weekend of class.

Guidelines for Handout & Researching Human Service Agency (1 – 2 Pages)

- Name of Mental Health Agency
- Contact Person
- Address
- Phone Number
- E-mail Address
- Website
- Mission Statement
- Catchment Area (Cities, Counties, etc. they serve)
- Types of Clients (Children, Adolescents, Adults, etc.)
- Typical Presenting Concerns (Grief and loss, Eating Disorders, etc.)
- Services Provided (Individual, Family, Couples, Groups, etc.)
- Types of Mental Health Professionals (PCCs, Psychologists, etc.)
- Fees
- Procedures to make a referral to the agency:
- Are there internship opportunities at the agency for counselor trainees? Who is this contact?
- How does the agency address the diversity of the clients it serves?
- How does this agency advocate for its clients?

Guidelines for Reaction Paper (Minimum of 2 Pages)

The following questions are guides for your own reflection

- What did you learn about the agency?
- What were your impressions of the office environment/agency? What was it like? What would it be like to be a client in that environment?
- What surprised you?
- What did you learn about advocacy?
- What were the positive characteristics about the agency?
- What were the negative characteristics about the agency?

Part II: Interview a Professional Counselor within the Agency

Interviews are meant to explore the professional roles, responsibilities, challenges, and advocacy of professional counselors. While you are visiting and researching your human service agency, you will also contact a professional counselor (or other mental health professional) at that site and request an interview for the purposes of our class.

Potential interview questions are provided below. They include questions related to the **roles and responsibilities** of professional counselors in the area of licensure, advocacy, professional organization membership and collaboration with other human services providers. After completing your interview, write a report of your experience. Your report should include a **summary** of your interview (not a word-for-word account), and a report of your reflections/reactions of the individual interviewed and the interview process (what you thought/how you felt). **Part II (interview summary along with your brief reflection) should be 3 – 4 pages.**

Interview Questions

Please include all of these questions in your paper, and feel free to add your own as well:

1. How long has the person been a professional counselor?
2. Does the professional counselor have a specialization or clinical focus, if so, what is it?
3. What led him or her to choose a career in the counseling field?
4. What theory(ies) guide(s) the professional counselor's practice?
5. What is his/her personal theory of how clients change?
6. What therapeutic techniques/counseling skills does he/she use with clients?
7. In what ways does the professional counselor utilize multicultural counseling competencies in his/her work?
8. How does the professional counselor see him/herself as an advocate in the counseling profession?
9. What does he/she see as current issues that the profession is facing?
10. What s/he likes most (and least) about their work?
11. How did his/her training best and least prepare them for the realities of being a professional counselor?
12. What advice would they offer you as a beginning counselor-in-training?

Please also include a discussion of the impressions you had of the individual you interviewed as well as the interviewing process. The following questions are guides for your own reflection.

- What did you learn about the counseling profession from your interview?
- What thoughts and feelings do you have about your future career as a counselor?

Part III: Presentation

We will discuss your agency visits and interviews during the first weekend of class. You should be prepared to speak regarding your experience. These will be informal presentations.

Grading and Due Dates:

Assignment Paper 1 will be a total of 6 – 8 pages and due the first class meeting. Page Length Breakdown is provided below:

- **Part 1:**
 - Agency Handout **1 – 2 Pages**
 - Agency Reflection **Minimum of 2 Pages**
- **Part 2: Interview (Summary & Reflection) 3 – 4 Pages**

This assignment is worth 200 points (150 for the Paper (Parts 1 & 2) and 50 points for the Presentation). To receive full credit for this assignment, make sure you read and follow the instructions and **address all** the points specified. **This assignment is due by 5:30 p.m., June 16, 2017.** Late papers are subject to a one letter grade deduction per day. Your paper should be written in APA format. You should use a standard size (12 point) Times Roman font. Use 1” margins on all sides. Include your references on a reference page (If utilized. No references required). Please number your pages and turn the paper in as a stapled document. For assistance, please refer to the APA Publication Manual or the OU Writing Center. You can also utilize the following link: <https://owl.english.purdue.edu/owl/>.

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 making 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.

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 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

Katie Allen, PhD, LPC

Education

- 2004 B.A. Double Major: Psychology and Philosophy, Texas Tech University
- 2006 M.A. Humanities; Duke University
- 2010 PhD Counselor Education, Texas Tech University

Current Positions

- Assistant Professor, Department of Human Relations since 2013
- Advanced Programs Professor since 2014
- Licensed Professional Counselor & Supervisor, State of Oklahoma since 2012
- Past Clinical Director & Therapist, Cedar Ridge Psychiatric Hospital & Residential Treatment Center, May 2011 – August 2013.

Frequently Taught Advanced Programs Courses

- HR 5100: Posttraumatic Stress Disorder
- HR 5563: Career Counseling
- HR 5553: Counseling Approaches
- HR 5970: Counseling Implications for At-Risk and Gifted Youth
- HR 5093: Introduction to Graduate Studies

Major Areas of Teaching and Research Interest

- At-risk children and adolescents
- Gifted youth
- Ethical issues related to counselors
- Career counseling implications and interventions
- Anxiety and academic performance
- Anxiety and Intelligence
- Counselor supervision
- Online issues: Learning online, teaching online, and cyberbullying

Representative Publications and Presentations

- Allen, K. *Career Interest Trends of Justice-Involved Youth: Where Intervention Should Begin*. Accepted for presentation at the 2017 American Counseling Association Conference in San Francisco, CA.
- Allen, K. *Career Expectations and Levels of Development in Adolescents Who Offend*. Accepted for presentation at the 2016 Zarrow Mental Health Symposium in Tulsa, OK.
- Allen, K. R., Bradley, L. (2015). Career counseling with juvenile offenders: Effects on self-efficacy and career maturity. *Journal of Addictions and Offender Counseling*, 36, 28 - 42.
- Allen, K., & Bradley, L. *Career Counseling with Juvenile Offenders: Effects on Self-Efficacy and Career Maturity*. Paper accepted for presentation at the 2015 American Counseling Association Conference in Orlando, FL.
- Allen, K. *Career Counseling Implications for Juvenile Offenders*. Presented at the 2014 Zarrow Mental Health Symposium in Tulsa, OK.
- Bradley, L., Hendricks, R., Whiting, P., & Rhode, K. (2010). Overview of counselor supervision. In L. Bradley & N. Ladaney (Eds.), *Counselor supervision: Principles, process and practice* (4th ed.). Philadelphia, PA: Taylor and Frances.
- Rhode, K. (2008). "Serving Gifted Learners beyond the traditional classroom: A guide to alternative programs and services," VanTassel-Baska, J. L. (Ed.). (2007), *Roeper Review*, 30, 70 – 71.
- Rhode, K. *Career Interests of Juvenile Offenders: Where Intervention Should Begin*. Paper accepted for presentation at the 2012 American Counseling association Annual Conference in San Francisco, CA.

- Rhode, K. *The Effect of Career Counseling on the Self-Efficacy and Career Maturity of Residential Juvenile Offenders*. Presented at the 2011 American Counseling Association Annual Conference in New Orleans, LA.

Major Professional Affiliations

- American Counseling Association
- Oklahoma Counseling Association
- Leadership Oklahoma : Loyal Class VII