

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

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: July 7 – 9 & 14 – 16, 2017

Location: 3281 Sheridan Road, Fort Sill, Oklahoma.

Hours: Friday 5:30-9:00 p.m., Saturday 9:00 a.m.-5:00 p.m.; Sunday 12:00-4:00 p.m.

Last day to enroll or drop without penalty: June 8, 2017

Site Director:

Email: apftsill@ou.edu. Phone: 580-355-1974.

Professor Contact Information:

Course Professor: Aimee Robillard-Rook

E-mail Address: aimee.n.robillardrook-1@ou.edu
createpeaceok@gmail.com

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@fheg.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. Egan, G (2014). *The skilled helper* (10th ed.). Belmont, CA: Brooks/Cole. ISBN 9781285065717.
2. Yalom, I.D. (2012). *Love's executioner: And other tales of psychotherapy*. New York: Harper Collins. ISBN 9780465020119.

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. Please upload your for this paper into Canvas with your first initial and last name in the file name as it is due the first night of class.

Transcription Assignment

Due Wednesday July 12, 2017 uploaded to Canvas with your first initial and last name in the file name.

Record and Transcribe a short “counseling session”/interview with an adult. Be sure to get their verbal permission to record for educational purposes only. You will be graded on building rapport and trust, reflective listening and probing, as well as summarizing to establish a vision toward strategies.

Journals due July 12 and 19, 2017

1 page reflection regarding each activity and video in class, 3 per weekend, uploaded as one file each week with your first initial and last name in the title.

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

A second paper is due a week after the class is finished, July 23, 2017 and should be uploaded in Canvas **with your first initial and last name in the file name**

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, such as building rapport and empathy, exploring feelings, probing for the “right story”, challenging client perspectives or examining irrational beliefs, goal setting, developing an action plan to accomplish goals.

Your role play should last about 10 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

Assignment	Points
Paper #1: values and personal issues paper	20 points
Paper #2: case studies from Yalom’s <i>Love’s Executioner</i>	20 points
Transcription	10 points
Journal	10 points
Participation and Attendance	20 points
Final counseling demonstration	20 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 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

Aimee Robillard-Rook, LPC, ATR, RYT

Education

Master of Human Relations specializing in Art Therapy, 1997

Current Positions

- Private Practice, Art Therapy Center, Licensed Professional Counselor, Art Therapist, Yoga Teacher
- President of the Art Therapy Association of Oklahoma, 2015-2017
- Adjunct Faculty, University of Oklahoma

Frequently Taught Advanced Programs Courses

- HR 5683 Working with Divorcing Families
- HR 5463 Counseling Skills in Human Relations

Major Areas of Teaching and Research Interest

- Individual and Family Therapy
- Trauma and Neuropsychology
- Art Therapy and Self-Regulation
- Yoga Therapy and Mental Health

Representative Publications and Presentations

- Yoga and Art Therapy, Art Therapy Association of Oklahoma 2016 Conference, Norman
- Art Therapy Strategies to Prevent Burnout, Center for Children and Families, 2015
- Art Therapy Strategies in Individual and Family Therapy, Norman Alcohol Information Center, 2013

Major Professional Affiliations

- ATA0- Art Therapy Association of Oklahoma
- AATA – American Art Therapy Association

Aimee Rook, LPC, ATR, RYT has been in private practice in Norman since 2001 at The Art Therapy Center while maintaining Counseling Guidance positions in public schools and local non-profit counseling agencies re parenting, self-regulation, divorce and therapy. Aimee Rook has also been teaching yoga since 2010 and presenting at conferences.