



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5463-227: Counseling Skills in Human Relations

Course Description:

From the Course Catalog: “Introduce students to the helping professions and provide them with a basic mastery of important counseling skills in human relations.”

This course emphasizes basic and specialized skills to promote effective counseling in a professional helping relationship. Concepts and skills will be studied through the readings and online discussions, lectures, demonstrations, case studies, written exercises, videos, and at-home role-playing (where the student practices being a counselor as well as the one being counseled).

Emphasis will be placed upon understanding the nature of the helping process in a practical and applied way within a multicultural and justice perspective. 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 will be one that promotes positive relationships, exploration, insight, and action.

Class Dates and Format Information

Dates: December 8 – 21, 2020

Format: Asynchronous, online via Canvas

Last day to enroll or drop without penalty: November 9, 2020

Site Director:

Location: Rota, Spain. Please contact the Site Director for classroom location.

Hours: Course is held online, asynchronously

Email: aprota@ou.edu. Phone: 34-956822799.

Professor Contact Information:

Course Professor: Chad V. Johnson, PhD.

Mailing Address: OU Schusterman Center

4502 East 41st Street

Tulsa, OK 74135

Telephone Number: (918) 660-3377

E-mail Address: cvjohnson@ou.edu

Professor availability: The professor will be available via email 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

Updated 2 December 2020

information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th ed.). Washington, DC: American Psychological Association. ISBN 9781433816789.
2. Martin, D.G. (2015). *Counseling and therapy skills* (4th ed.). Prospect Heights, IL: Waveland Press. ISBN 9781478628750.

Recommended Reference Text:

1. American Psychological Association (2019). *Publication Manual of the APA* (7th). Washington, DC: Author. ISBN 9781433832161

Course Objectives:

- To learn basic and specialized skills in counseling within the human relations field;
- To acquire an advanced understanding of counseling as an active helping process;
- To examine the counseling process critically and strategically within a multicultural and socio-political perspective;
- To increase self-knowledge related to being an effective human relations professional; and
- To enhance the ability to self-monitor as a human relations counselor.

Instructional Strategies

Modified for COVID-19 Online

How To Use Course

This course is laid out in [Modules](#). Most of your course information, content, links, and assignments can be found in the [Modules](#) tab in the left navigation. Go to each Module and work through the content and the assignments (i.e., Learning Activities, Reading, Video, Discussions).

Where To Begin

Begin by looking over the information in the [Start Here Module](#). Also, please take a moment to introduce yourself here: [DISCUSSION POST: Introductions](#).

Assignments, Grading and Due Dates:

Readings:

Read the Hill text (we will essentially follow this order) and chapters 1-5 in the Martin text.

Participation/Discussion Posts (40 points)

You will begin class with 40 participation points. Points will be determined by the completion of the learning activities, discussion posts, and quality of participation. For Detailed Instructions see [DISCUSSION GUIDELINES](#) and [What Makes a Good Discussion Post](#) in Canvas.

For each Module's Learning Activities, students will be expected to complete readings and lecture, view video, practice the skills with a volunteer, and complete discussion posts. Find a volunteer client (e.g., peer, student, friend, relative, neighbor, colleague) to practice helping skills and report on your experience in the Discussion Posts.

Initial Discussion posts for **Week 1, Modules 1-4**, should be completed by **Friday, December 11th by 11:59 PM**. At least 2 Response posts should be completed by **Sunday, December 13th by 11:59 PM**. Thus, all Discussion topics for Modules 1-4 should be completed by **Sunday, December 13th by 11:59 PM**.

Initial Discussion posts for Week 2, Modules 5-8, should be completed by **Friday, December 18th by 11:59 PM**. At least 2 Response posts should be completed by **Sunday, December 20th by 11:59 PM**.

Thus, all Discussion topics for Modules 5-8 should be completed by **Sunday, December 20th by 11:59 PM.**

Pre-Class Practice Helping Session (20 points), Due Date: First Class, December 8, 2020

Video record yourself having a 15-minute helping session with a volunteer client (e.g., friend, family member, peer, or student). Your goal for the session is to help the volunteer client explore a concern by applying listening skills from your text such as questioning, restating, and/or reflection of feeling. Review your session and write a brief reaction and analysis paper (APA style, 3-4 pages of text, including cover page and references if used). Here are some questions to consider for the paper: How did it go? What was the experience like (i.e., what feelings/sensations/thoughts/images did you experience during the session)? What was most rewarding/helpful? What was the least rewarding/helpful? What were the most challenging things for you? What skills come naturally at this point? What comes less naturally? What skills/interventions did you rely on the most?

Taped Helping Session and Report (40 points), Due Dates: January 4, 2020

For this assignment, find a volunteer practice client (among your classmates, if possible, or use a volunteer you can meet in person, if possible. Meeting and recording the sessions via Zoom or some other online format is acceptable as well). The client may role-play an issue or concern or address an actual issue (which I recommend and usually makes for an easier and better experience). Complete and record a 30-to 40-minute session demonstrating helping skills from your text. After the session, a peer supervisor randomly selected from the class by the instructor will review your recorded session and complete **Web Form B** giving thorough feedback to the counselor. Then return **Web Form B** to the student-counselor for his/her/their report.

Complete the practice session, all forms, Report, and include brief answers to the following Personal Reflection questions:

- What did you learn about yourself as a helper from this experience?
- Which skills did you and the client find to be most helpful? Why?
- Some helpers have a hard time exploring because they want to rush to problem-solving. If this was true for you, speculate about reasons.
- Compare your performance of this session with your performance in earlier labs/practice. What differences have you noticed? How do you account for the differences?
- What skills do you still need to work on?

Additionally, after reviewing your recorded session, **write a critical evaluation of your interventions**, your strengths, and growth edges (i.e., weaknesses). Include an **"Improved Interventions" or "What I could say or do differently"** section to improve each intervention (e.g., "Use reflection of feeling instead of an open question: "[then write out how you would reflect the feeling or revise your intervention]" (see the sample report).

The counselor-student completes **Web Forms A and L**, practice clients complete **Web Form I**, and peer supervisors complete **Web Form B**—each of these is returned to the counselor to be turned in with his or her report. All forms are available on the textbook website:

<http://forms.apa.org/Books/hill/students/students.cfm>. Send this report to me in electronic format (i.e., email with .pdf attachments) and include a link to your recorded session (e.g., from a cloud service like Google, Dropbox, or YouTube).

Checklist for Helping Report

2. Reflection Questions
3. Web Form A-Session Review Form
4. Web Form A-Improved Interventions or "What Could I Do Differently?"
5. Web Form B-Peer Supervision
6. Web Form I-Process and Outcome
7. Web Form L-Session Note

Grading:

This is a letter-graded course: A, B, C, D, or F. Assignments are expected by the due date and reflect professionalism responsibility and accountability. Final grades will be assigned by the percentage of total points:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59-00%

Assignments	Due Date	Points
Attendance/Participation	All Class Sessions (complete Modules and Discussions)	40
PreClass Helping Session	First Night of Class	30
PostClass Helping Report	2 weeks after final class	30

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.

Requirements for Assignments:

All assignments should be written using the 7th edition of the *APA Publication Manual* (APA, 2019) including a cover page and reference list (but no abstract is necessary) using 12-point font. Grading will be based upon the substantive content and the quality of the student's writing in all assignments, including discussion board postings (see [Grading Rubric](#)). Substantive content includes following instructions for the content of the assignment. Quality of writing covers clarity of expression and organization, appropriate use of and citation of references within the text and in reference lists at the end of the paper using APA format. Academic writing style, use of inclusive language, and correct grammar, spelling, and punctuation will be included in the grade determination. Do not rely exclusively on the spell check feature of your word processor, which will not pick up errors such as homonyms, such as "principle" and "principal," or homophones such as the correct use of "its" and "it's." Spelling, grammar, and punctuation will be taken into consideration in grading.

I have included a handout of APA essentials on Canvas, but it is not a substitute for reading and following the publication manual--particularly chapters 1 "Writing for Behavioral and Social Sciences" and 3 "Writing Clearly and Concisely." Discussion board assignments should be clearly and concisely written, but APA-style is not essential (do reference properly, however).

A note on plagiarism: Be aware that all your papers when put in the **Assignment** box are automatically submitted to turnitin.com, a plagiarism database that scans your paper and adds it to the database to be used for future searches. The scan gives a percentage for how much of a paper is found in other sources and gives links to those other sources as evidence. Please cite and paraphrase your material appropriately (see Writing Resources).

Grading Rubric for Papers:

Performance element	Unacceptable	Acceptable	Excellent
Literature Support	1. Absence of literature support for ideas and topics. 2. Lacks knowledge of counter evidence and literature.	1. Refers to few literary sources to support ideas. 2. Minimal knowledge of counter evidence. 3. Attempts to establish purpose.	1. Writing supported by scholarly literature. 2. Displays substantive knowledge of alternative views and counter evidence to ideas.

	3. Argumentative, reactionary, defensive; limited awareness of audience and purpose.		3. Maintains clear focus; evidence of distinctive voice and/or appropriate professional tone.
Development Of argument	1. Ideas not supported by details. 2. No evidence of analytical thinking, reflection or insight. 3. Only one perspective presented on the issue.	1. Ideas loosely supported. 2. Minimal idea development; repetitious details. 3. Dichotomous, two-part, “either-or” thinking.	1. Ideas supported by details. 2. Evidence of analysis, reflection and insight. 3. Multiple perspectives on the issues.
Grammatical Structure; language	1. Several errors in grammar, spelling, punctuation, capitalization. 2. Incorrect and/or ineffective word usage and phrasing, lack of sentence structure. 3. No paragraph development or transitions.	1. Few grammatical errors. 2. Some simplistic language, awkward sentence structure. 3. Some paragraph development.	1. No grammatical errors. 2. Precise, rich language, variety of sentence structure & length. 3. Well-developed paragraphs; clear transitions and logical flow.
APA style Formatting	1. Numerous errors in citations within text body and reference list. 2. Lack of citations (plagiarism). 3. No cover; no running head. 4. No attempt at APA style formatting.	1. Few errors in citations. 2. Cover page, running head, numbering with few errors. 3. Attempts APA style formatting.	1. Proper citation within text body and reference list. 2. Proper cover page and running head. 3. Scholarly writing in APA-style.
Grade	C-F	B	A

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

Chad Johnson

Education

- D. Pennsylvania State University; Major: Counseling Psychology (APA-accredited); Trinity University; Major: School Psychology (NASP-approved)
- *Magna Cum Laude*, Texas A&M University; Major: Psychology; Double Minor: Classical Studies and Philosophy

Supplemental Education/Study Abroad:

- Minzu University, Beijing, China -Language and Cultural Studies, Summer 1992
- Lanzhou University, Lanzhou, China - Language and Cultural Studies, Summer 1994

Current Positions

- July 2011 – present Associate Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK. Tenured.
- Jan 2009 – present Clinical Assistant Professor, University of Oklahoma-College of Medicine, Department of Psychiatry, Schusterman Center, Tulsa, OK
- Dec 2006 – present Instructor, OU-Extended Campus, University of Oklahoma, OUTREACH, Tulsa, OK
- Dec 2008 – Present Private Practice, Tulsa, OK.

Frequently Taught Advanced Programs Courses

- HR 5463 Counseling Skills in Human Relations
- HR 5623 Post-Traumatic Stress Disorder
- HR 5003 Theoretical Foundations of Human Relations
- HR 5453 Ethical Issues in HR Counseling
- HR 5483 Diagnosis in HR Counseling

Major Areas of Teaching and Research Interest

- Psychology and Religion/Spirituality
- Social Justice and Community Based Participatory Research
- Group Psychotherapy
- Humanistic, Existential, and Transpersonal Studies

Representative Publications and Presentations

Books/ Monographs

- Johnson, C.V., & Friedman, H. (Series Eds.). *The Praeger series on social justice and psychology*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (2014). *The Praeger handbook on social justice and psychology (Volume 1: Fundamental Issues and special populations)*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (2014). *The Praeger handbook on social justice and psychology (Volume 2: Well-being and professional issues)*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (2014). *The Praeger handbook on social justice and psychology (Volume 3: Youth and Disciplines in Psychology)*. Santa Barbara, CA: Praeger.
- Johnson, C.V. (2008). *Psychotherapy with troubled spirits: A study on treatment for religious and spiritual problems*. Saarbrücken, Germany: VDM Publishing House, Ltd.

Refereed Publications

- Arias, B.J., & Johnson, C.V. (2013). Voices of healing and recovery from childhood sexual abuse. *Journal of Child Sexual Abuse*, 22(6).
- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2010). Transpersonal and other models of spiritual development. *International Journal for Transpersonal Psychology*, 29(1), 79-94.
- Johnson, C.V., Bartgis, J., Worley, J.A., Hellman, C.M., & Burkhart, R. (2010). Urban Indian Voices: A Community Based Participatory Research Project. *American Indian and Alaska Native Mental Health Research: The Journal of the National Center*, 17(1), 49-70.
- Hellman, C.M., Johnson, C.V., & Dobson, T. (2010). Taking action to stop violence: A study on readiness to change among male batterers. *Journal of Family Violence*, 25(4), 431-438.
- Johnson, C.V. (2009). Reflections on a silent meditation retreat: A beginner's perspective. *International Journal for Transpersonal Psychology*, 28, 134-138.
- Johnson, C.V. (2009). A process-oriented group model for university students: A semi-structured approach. *International Journal of Group Psychotherapy*, 59, 511-528.
- Johnson, C.V., & Friedman, H. (2008). Enlightened or delusional? Differentiating religious, spiritual, and transpersonal experiences from psychopathology. *Journal of Humanistic Psychology*, 48, 505-527.
- Wade, N.G., Johnson, C.V., & Meyer, J.E. (2008). Understanding concerns about interventions to promote forgiveness: A review of the literature. *Psychotherapy: Theory, Research, Practice, Training*, 45, 88-102.
- Johnson, C.V., Hayes, J.A., & Wade, N.G. (2007). Psychotherapy with troubled spirits: A qualitative investigation. *Psychotherapy Research*, 17, 450-460.
- Johnson, C.V., & Hayes, J.A. (2003). Troubled spirits: Prevalence and predictors of religious and spiritual concerns among university students and counseling center clients. *Journal of Counseling Psychology*, 50, 409-419.

Book Chapters (*=Peer reviewed for acceptance)

- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2012). Models of spiritual development. In L. Miller's (Ed.) *The Oxford Handbook of the Psychology of Spirituality*. New York: Oxford University Press.
- Johnson, C.V. (2010). Faith in crisis: Awakening to social justice through religious conflict. In Trotter-Mathison, M., Koch, J. M., Sanger, S. & Skovholt, T. M. (Eds.), *Voices From the Field: Defining Moments in Counselor and Therapist Development* (pp. 139-142). New York: Routledge.*
- Krippner, S., Friedman, H., & Johnson, C.V. (2010). Indigenous spirituality and psychological healing. In J.H. Ellens (Ed.), *The Healing Power of Spirituality* (Vol. 1) (pp. 122-143). Westport, CT: Praeger Publishers.
- Johnson, C.V. (2008). Awakening social consciousness. In S.S. Fehr (Ed.), *101 Interventions in Group Therapy* (pp. 375-379). Binghamton, NY: Haworth Press.*

Licensure and Certification

- *Licensed Health Service Psychologist*. State of Oklahoma (Lic. No: 1070)
- *Licensed Psychologist*. State of Iowa (Lic. No: 00996, Inactive)
- *Nationally Certified School Psychologist*. (Cert. No: 31402, 1999-2005, expired)