



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5463-226: Counseling Skills in Human Relations

Course Description:

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 in class discussions, lectures, demonstrations, case studies, written exercises, videos and in-class role-playing (where the student practices being a counselor as well as the one being counseled). Note: This is only a survey of the foundational counseling skills as more time and training is required to master these skills than can be acquired in a one-week course.

Emphasis will be placed upon understanding the nature of the helping process in a practical and applied way within a multicultural and socio-political 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.

Note on class process and performance feedback: 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. Furthermore, feedback about your style of interacting and your counseling skills is an essential part of counselor/helper development. Thus, you will receive periodic interpersonal and skills feedback from the instructor and your peers based on practice exercises in class, class discussions, and videotaped sessions

Class Dates, Location and Hours:

Dates: October 22 – 27, 2019

Location: Naples, Italy. See Site Director for classroom site.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: September 23, 2019

Site Director:

Email: apnaples@ou.edu. Phone: 39-081-568-6672; DSN 626-6672.

Professor Contact Information:

Course Professor: Chad V. Johnson, PhD.

Mailing Address: University of Oklahoma
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 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.

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 practice various helping skills in order to gain a working familiarity with counseling techniques
- 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.

Assignments, Grading and Due Dates:

Attendance is required for all classes because your ability to learn to be an effective helper depends on being present to learn and practice the skills. Further, the feedback you receive from your peers and the instructor will benefit your development as a helper tremendously.

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.

Pre-Class Practice Counseling Session (25points), Due Date: First Class, October 22, 2019

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, include 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 least rewarding/helpful? What was most challenging to you? What skills come naturally at this point? What comes less naturally? What skills/interventions did you rely on the most?

Self-Examination Paper (25 points), Due Date: Final Class, November 3, 2019

This will be a 6-8 page, double-spaced, typed APA-style paper consisting of two parts. Be sure to properly cite sources that inform your theory using the APA Publication manual and include at least 2 scholarly sources (i.e., academic textbooks or journal articles). Part I will be a brief autobiography answering the following types of questions: who you are (including cultural and racial identity, etc.); what kind of person are you; what led you to want to be a counselor/helper; what strengths, weaknesses, and biases do you bring to the helping situation; what influence did biology, family, environment/life

experiences, and personal agency (i.e., free will or choice) play in your becoming a helper; and what hopes and fears do you have about being a helper?

Part II will consist of your current theory of personality development and counseling/helping. Consider the following types of questions for this part: how do people develop, change, heal, and grow; what does the fully functioning person look like; what is required for healthy, adaptive living; and what are the qualities of an effective helper? How does counseling/helping facilitate change? Be sure to provide scholarly support (i.e., theories, research from journal articles, books, book chapters) that supports your perspective.

Taped Counseling Session and Report (40 points), Due Dates: Two weeks after completion of course, November 10, 2019

Note: This task should not be attempted until after the course is completed.

See Lab for Integrating Exploration and Insight in Hill. Among your classmates, get into a group of three with each person serving as a client, supervisor/observer, and helper. The client may role play an issue or concern or address an actual issue. Complete a 30-minute session demonstrating exploration and insight skills and videotape it. After the session, peer supervisors should complete Web Form B and give feedback to the counselor. Complete the Lab Exercise, all forms (see below for exceptions), and Lab Report as explained in Lab 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?

However, you are **not** required to transcribe the session verbatim and you do NOT need to complete Web Form G (in other words, Post-session #s 1, 2, 3, and 6). Instead, after reviewing your video-taped session on your own, write a critical evaluation of your interventions—your strengths and growth edges—including what you could say or do differently to improve each intervention (e.g., “Use reflection of feeling instead of open question: “[then write out how you would reflect the feeling or revise your intervention]”). Counselor completes Web Form A, practice clients complete Web Form I, and peer supervisors complete Web Form B—each of these are 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).

Grading:

This is a letter-graded course: A, B, C, D, or F.

- A = 90 - 100 points
- B = 80 - 89 points
- C = 70 - 79 points
- D = 60 - 69 points
- 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.

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 V. Johnson

Education

- Ph.D. Pennsylvania State University; Major: Counseling Psychology (APA-accredited);
M.A. Trinity University; Major: School Psychology (NASP-approved)
B.A. *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.
- Aug 2006 – present Project Director, Center of Applied Research for Nonprofit Organizations. University of Oklahoma, Schusterman Center, Tulsa, OK
- 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
- Dec 2008 – present Private Practice, Tulsa, OK.

Frequently Taught Advanced Programs Courses

- HR 5003 Theoretical Foundations of Human Relations
- HR 5453 Ethical Issues in HR Counseling
- HR 5463 Counseling Skills in Human Relations
- HR 5623 Post-Traumatic Stress Disorder
- HR 5970 Spirituality and 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
- Psychotherapy Process and Outcome

Representative Publications and Presentations

Books:

- Johnson, C.V., Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (Eds.) (2014). *The Praeger handbook for social justice and psychology: Vol. 1. Fundamental Issues and special populations*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (Eds.) (2014). *The Praeger handbook for social justice and psychology: Vol. 2. Well-being and professional issues*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (Eds.) (2014). *The Praeger handbook for social justice and psychology: Vol. 3. Youth and Disciplines in Psychology*. Santa Barbara, CA: Praeger.

Refereed Publications:

- 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.
- 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.
- 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:

- Johnson, C.V., & Friedman, H. (2014). Set introduction. In C.V. Johnson, H.L. Friedman, J. Diaz, Z. Franco, & B.K. Nastasi (Eds.), *The Praeger handbook of social justice and psychology: Vol. 1. Fundamental issues and special populations* (pp. xvii-xx). Santa Barbara, CA: Praeger.
- Friedman, H., Johnson, C.V., & Diaz, J. (2014). Series introduction: The Praeger psychology and social justice series. (2014). In C.V. Johnson, H.L. Friedman, J. Diaz, Z. Franco, & B.K. Nastasi (Eds.), *The Praeger handbook of social justice and psychology: Vol. 1. Fundamental issues and special populations* (p. xv). Santa Barbara, CA: Praeger.
- Nastasi, B.K., Franco, Z., & Johnson, C.V. (2014). Introduction to volume 3. In C.V. Johnson, H.L. Friedman, J. Diaz, Z. Franco, & B.K. Nastasi (Eds.), *The Praeger handbook of social justice and psychology: Vol. 3. Youth and disciplines in psychology* (pp. xi-xvii). Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (2014). Conclusion. In C.V. Johnson, H.L. Friedman, J. Diaz, Z. Franco, & B.K. Nastasi (Eds.), *The Praeger handbook of social justice and psychology: Vol. 3. Youth and disciplines in psychology* (pp. 197-203). Santa Barbara, CA: Praeger.
- 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 M. Trotter-Mathison, J.M. Koch, S. Sanger, & T.M. Skovholt, (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)