



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5533-491: Counseling Approaches in Human Relations

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.

Course Dates:

September 1 – December 31, 2018

Last day to enroll or drop without penalty: August 3, 2018

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor:	Katie Allen, Ph.D., LPC-S
Mailing Address:	University of Oklahoma 601 Elm Street, Room 702 Norman, OK 73019
Telephone Number:	405-325-2402
Email Address:	kallen@ou.edu (Professor will respond to email inquiries within 48 hours)
Virtual Office Hours:	Monday 12:00 – 4:00, Wednesday 3:30 – 5:30 (or by appointment)
Professor availability:	The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

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@fhg.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. Newsome, D. W., & Gladding, S. T. (2013). *Clinical mental health counseling in community and agency settings* (4th ed.). Upper Saddle River, NJ: Pearson. ISBN 9780132851039.
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: 9780061719615
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT. Students will be required to read and download the following:
 - American Counseling Association: Code of Ethics (<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>)
 - Additional Article/Handouts (on Canvas)

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.

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: <http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at <http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

Through this course, the student should:

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 and 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.).

Course Outline:

Week and Date	Topic	Assigned Reading	Assignment Due	Due Date
Week 1: September 1 – 9	Unit 1: Lesson 1 Historical Overview of the Counseling Profession	Text: Newsome, Chapter 1	Course Begins – Familiarize yourself with the Canvas site and the course/syllabus. Introduction Posts, Initial Discussion Posts for Lesson 1 Two Responses to Classmate's posts due	Initial discussion Post & Introduction Post due Wednesday, September 5 th by 11:59 PM CST Responses due Sunday, September 9 th by 11:59 PM CST
Week 2: September 10 th – 16 th	Unit 1: Lesson 2 Professional Identity	Text: Newsome, Chapter 2	Discussion Post for Lesson 2 & Respond to 2 Classmates' Posts	Discussion Post due Wednesday, September 12 th by 11:59 PM CST Responses due Sunday, September 16 th by 11:59 PM CST
Week 3: September 17 th – 23 rd	Unit 1: Lesson 3 Ethical & Legal Aspects of Counseling	Text: Newsome, Chapter 3 Canvas: ACA Code of Ethics	Discussion Post for Lesson 3 & Respond to 2 Classmates' Posts	Discussion Post due Wednesday, September 19 th by 11:59 PM CST Responses due Sunday, September 23 rd by 11:59 PM CST
Week 4: September 24 th – 30 th	Unit 1: Lesson 4 Clinical Mental Health Counseling in a Diverse Society	Text: Newsome, Chapter 4	Discussion Post for Lesson 4 & Respond to 2 Classmates' Posts Assignment #1 Due	Discussion Post due Wednesday, September 26 th by 11:59 PM CST Responses and Assignment #1 due Sunday, September 30 th by 11:59 PM CST
Week 5: October 1 st – 7 th	Unit 2: Lesson 1 The Counseling Process	Text: Newsome, Chapter 5	Discussion Post for Lesson 5 & Respond to 2 Classmates' Posts	Discussion Post due Wednesday, October 3 rd by 11:59 PM CST Responses due Sunday, October 7 th by 11:59 PM CST
Week 6: October 8 th – 14 th	Unit 2: Lesson 2 Client Assessment & Diagnosis	Text: Newsome, Chapter 6	Discussion Post for Lesson 6 & Respond to 2 Classmates' Posts	Discussion Post due Wednesday, October 10 th by 11:59 PM CST Responses due Sunday, October 14 th by 11:59 PM CST

Week and Date	Topic	Assigned Reading	Assignment Due	Due Date
Week 7: October 15 -21	Unit 2: Lesson 3 Holistic Approaches to Clinical Mental Health Counseling	Text: Newsome, Chapter 7	Discussion Post for Lesson 7 & Respond to 2 Classmate's Posts	Discussion Post due Wednesday, October 17 by 11:59 PM CST Responses due Sunday, October 21 by 11:59 PM CST
Week 8: October 22 – 28	Unit 2: Lesson 4 Consultation, Advocacy, & Evaluation	Text: Newsome, Chapter 8	Discussion Post for Lesson 8 & Respond to 2 Classmates' Posts Assignment #2 Due	Discussion post due Wednesday, October 24 by 11:59 PM CST Responses and Assignment #2 due Sunday, October 28 by 11:59 PM CST
Week 9: October 29 – November 4	Unit 2: Lesson 5 Managing Suicide Risk, Crises & Disasters, Stress, & Burnout	Text: Newsome, Chapter 9	Discussion Post for Lesson 9 & Respond to 2 Classmates' Posts	Discussion post due Wednesday, October 31 by 11:59 PM CST Responses due Sunday, November 4 by 11:59 PM CST
Week 10: November 5 – 11	Unit 3: Lesson 1 Working with Groups; Couples & Family Counseling	Text: Newsome, Chapters 10 & 11	Discussion Post for Lesson 10 & Respond to 2 Classmates' Posts	Discussion post due Wednesday, November 7 by 11:59 PM CST Responses due Sunday, November 11 by 11:59 PM CST
Week 11: November 12 - 18	Unit 3: Lesson 2 Counseling Adults; Counseling Children & Adolescents	Text: Newsome, Chapters 12 & 13	Discussion Post for Lesson 11 & Respond to 2 Classmates' Posts Assignment #3 Due	Discussion post due Wednesday, November 14 by 11:59 PM CST Responses and Assignment #3 due Sunday, November 18 by 11:59 PM CST
Week 12: November 19 – 25	Thanksgiving Break	N/A	N/A	N/A
Week 13: November 26 – December 2	Unit 4: Lesson 1 Community Agencies; College & University Settings	Text: Newsome, Chapters 14 & 15	Discussion Post for Lesson 12 & Respond to 2 Classmates' Posts	Discussion post due Wednesday, November 28 by 11:59 PM CST Responses due Sunday, December 2 by 11:59 PM CST

Week and Date	Topic	Assigned Reading	Assignment Due	Due Date
Week 14: December 3 – 9	Unit 5: Lesson 1 National Counselor Examination The Gift of Therapy	Canvas: Supplemental Information on Canvas Text: Yalom, Chapters 1 – 46	Discussion Post for Lesson 13 & Respond to 2 Classmates' Posts	Discussion post due Wednesday, December 5 by 11:59 PM CST Responses due Sunday, December 9 by 11:59 PM CST
Week 15: December 10 – 16	Unit 5: Lesson 2 The Gift of Therapy	Text: Yalom, Chapters 47 - 85	Discussion Post for Lesson 14 & Respond to 2 Classmates' Posts Assignment #4 Due	Discussion post due Wednesday, December 12 by 11:59 PM CST Responses and Assignment #4 due Sunday, December 16 by 11:59 PM CST
Weeks 16/17: December 17 – 23	Final Reflections; Final Exam	NA	Final Reflection Post & Respond to 2 Classmates' Posts Final Exam	Final Reflection Post due Wednesday, December 19. Responses and Final Exam Due no later than Monday December 31st by 11:59PM CST.

Assignments, Grading, and Due Dates:

Course:

The course will be comprised of readings, discussions, four unit assignments, and a final exam. More detail is listed below and on the “content” tab of Canvas.

Course Writing Format:

All assignments should be written using the 6th edition of the *APA Publication Manual* (APA, 2010). You will be deducted points if you do not read and follow the publication manual, particularly chapters 1 “Writing for Behavioral and Social Sciences” and 3 “Writing Clearly and Concisely.” APA help can also be found at the Purdue Owl Writing Lab which can be accessed at: <https://owl.english.purdue.edu/owl/>. Finally, you may always utilize the Writing Center at OU for assistance with your papers: <http://www.ou.edu/writingcenter/>.

A Note on Plagiarism:

Be aware that all of your papers when put into the Dropbox 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. If you do not, you will be penalized significantly and/or turned in to the University for plagiarism.

Discussion Posts - 400 Points:

In lieu of meeting to discuss required readings, student will complete weekly essay-style discussion assignments for each lesson. Discussion prompts will be provided on the Canvas “discussion” tab. Each student will complete an original post on the given topic (I will provide you with the question), which will be a **minimum** of a half page essay post (this will equal approximately 12 - 14 sentences). I will review

discussion posts as students complete them, and sometimes post replies. These are due each week by **Wednesday** by 11:59PM. In addition, students will be required to reply to at least **two** of their classmates' essay posts each week. These are due by **Sunday** of each week at 11:59PM each week. Replies should be respectful and insightful. Responses are to be a **minimum** of four full sentences **per response**.

Students will make three total posts each week in order to receive full participation credit (1 initial post + 2 response posts). **Students will receive a 0 for any unmade postings, and all late postings will be subject to a 50% grade reduction. Each lesson discussion will close at 11:59PM CST each Friday. You will be able to see the discussions, but you will no longer be able to post.** There are **15** weeks of discussion as well as an introductory discussion post. Each week requires the student's own essay plus two replies. Each week of discussion is worth 25 total points. Combined with your introduction posts, this makes discussion worth a total possible discussion score of 400 points. Discussion is a vital piece of the course and is worth 40% of your final grade.

Class Assignments (x4) - 400 Points:

Students will be required to complete a total of 4 brief assignments during weeks 4, 8, 11, and 15. These assignments are explained in more detail below, and in great detail (including grading rubrics) in the "content" tab of Canvas. They are worth a total of 400 points (100 points each). **Each assignment will receive an automatic 10-point deduction for each day the assignment is late.**

Assignment 1: Personal Beliefs Statement - 100 Points

This 3 – 4-page statement should outline your motivations for choosing the counseling field. 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 should be a minimum of three full pages and is worth 100 points. It is **due October 1st** (week 4). More information will be provided on Canvas within the dropbox for the assignment.

Assignment 2: Professional Counselor Interview - 100 Points

This activity is meant to give students insight into the everyday lives of professional counselors. Students will interview a professional counselor in person (face-to-face) to explore the roles and responsibilities of mental health counselors. Students will also explore what counselors in the field perceive to be their biggest challenges and the most important issues within the field. You will be given a list of potential prompts and questions to ask this individual within the assignment dropbox.

The professional must have received his/her training and education in human relations, education, social work, psychology, etc. The individual must be licensed as a mental health counselor and professional (i.e., LPC, LCSW, LMFT, Psychologist, Psychiatrist, etc.). You may use a pseudonym for the interviewee if he/she does not want to be identified by name.

Papers will be a total of approximately 6 pages (**not** including your title page). First, students will write the interviewee's responses to the prompts in bullet format in approximately 3 pages. Secondly, students will then respond to several questions about their own reactions to the interview in approximately 3 pages. Your reaction paper should indicate issues that raised salience for you about the counseling profession, training, the role of the counselor, and current issues within the field. The paper should reflect

your awareness of the profession and role as a counselor as opposed to a summary of the interview. Again, for part two I do **not** want you to offer a summary of the interview but instead your **reaction** to it. I am looking for your “inner dialogue” of the interview. You may discuss the interview but mostly in the context of your reaction to the responses. **Assignment 2 is due during on October 29th (Week 8).**

Assignment 3: Advocacy Project - 100 Points

As counselors and agents of social change, we impact the community and the profession in a variety of ways. Part of our role is to create change for our profession and for our clients. One avenue to affect such change includes researching human services for our clients and ourselves. This process involves education and advocacy (as noted within Chapter 8 of our text). Students are required to visit a community agency that provides counseling services during the semester. These visits will provide students with exposure to services that are offered by local mental health agencies. This will be a great opportunity to learn first-hand about community agency practices (and even inform the eventual choice of an internship placement).

For assignment 3, students will research a human services agency. You will select an agency that provides services to the community (this is important for all students regardless of the population with which you chose to work with as a professional). After researching the agency and compiling questions to ask, students should 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 should visit the agency in person to gather your research and ask questions. You will prepare a handout and will share this handout with the class via a discussion board so that you will all have an opportunity to learn more about community agencies and action. In addition, you will submit your handout on the appropriate Canvas dropbox for this course. A guideline for questions and handout are provided on Canvas. **Assignment 3 is due on November 19th (Week 11).**

Assignment 4: Yalom Reflection Paper - 100 Points

Yalom’s book *The Gift of Therapy* has been assigned as required reading. Students must read the text and reflect on the content. Students will write a four-page (minimum) 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. **Assignment 4 is due on December 17th (Week 15).**

Final Exam - 200 Points

The purpose of part one of the final exam is for students to gain practice taking a timed multiple-choice examination covering comprehensive counseling material. This is the same format and content of the National Counseling Examination required for all Licensed Professional Counselors. The purpose of part two is for students to reflect on the course. The final exam will cover materials from the textbook, readings, and discussions. Part two will be an untimed, written reflection of the class. **The final exam will occur during the final week of class (due no later than December 31st).**

Grading:

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

Assignment	Possible Points Earned
Discussion & Participation	400
Assignment #1	100
Assignment #2	100
Assignment #3	100
Assignment #4	100
Final Exam	200
Total points	1000

Final grades will be assigned as:

Grade	Point Range
A	1000 - 900
B	899 - 800
C	799 - 700
D	699 - 600
F	Below 599

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.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Instructional Strategies:

The instructional methodology for this course will be entirely online through Canvas. Online instruction will consist of: discussions, assignments, video clips, PowerPoint information, and writing.

Syllabus Change

The instructor reserves the right to make changes as necessary to the syllabus. If changes are made, advance notification will be given to the class via email and/or CANVAS “news.”

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incomplete Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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.

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, 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
- HR5563 Career Counseling
- HR 5970 Counseling Implications for At Risk and Gifted Youth
- HR 5093 Introduction to Graduate Studies in Human Relations

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 cyber bullying

Representative Publications and Presentations

- 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.
- Berg, R., Rhode, K., Hennington, C., Johnston, G., & Merriman, J. (2010). *Interventions Addressing Self Harm for Children and Adolescents in State Custody*. Presented at the 2010 American Counseling Association Annual Conference in Pittsburg, PA.
- Rhode, K., Hennington, C., Berg, R., & Berry, J. (2009). *Boundary Issues in Counselor Education: The Faculty-Student Relationship*. Presented at the 2009 Texas Counseling Association Annual Conference in Dallas, TX

Major Professional Affiliations

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