



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5463-110: Counseling Skills in Human Relations

Course Description:

This course emphasizes a variety of skills necessary to perform effectively in a helping relationship. Concepts and skills will be explored through the readings and class discussions, lectures, demonstrations, case studies, written exercises, and in-class role playing in of the counseling relationship. Students will practice being a counselor and counselee. In addition to practicing skills, students will be invited to explore the philosophical and theoretical foundations from which skill sets are derived. 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. Students must exercise discretion in choosing what they disclose to other members of the class.

Class Dates, Location and Hours:

Dates: April 20 - 22 & April 27 - 29, 2018
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: March 22, 2018

Site Director:

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

Professor Contact Information:

Course Professor: Marc Charney, Ph.D.
Mailing Address: 5116 N. Portland Ave.
Oklahoma City, OK 73112
Telephone Number: (405)831-4466
E-mail Address: marccharneylmft@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. Seligman, L. (2008). *Fundamental skills for mental health professionals*. Upper Saddle River, NJ: Prentice Hall. ISBN 9780132292313.

2. Siegel, D. (2011). *Mindsight, The new science of personal transformation*. New York: Bantam Books ISBN 9780553386394

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:

The objectives of this course are for students to:

- learn basic and specific skills in counseling within the human relations field;
- acquire an advanced ecological understanding of counseling as an active helping process;
- practice various interpersonal 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 as an interpersonal goal directed process;
- 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: Early Recollections, Genogram, Lifeline or Life Chronology

Based on information in Seligman's text, *Fundamental Skills for Mental Health Professionals* (pp. 124-137). Material you discuss in this paper will frame issues you may choose to work on during the in-class role plays. One copy of this working paper should be emailed to marccharneymft@gmail.com before the first class. Keep a copy accessible for your point of reference during the practice sessions.

On the part concerning "early recollections" focus on earliest memories that provide some insight into your life, including painful memories, conflicts, happy times, special friendships or specific experiences that mean something to you. Follow Seligman's guidelines in eliciting, processing and analyzing 3 memories.

On the part concerning the "genogram", draw a 3 generation (brief) genogram and follow the questions Seligman offers on developing a genogram; include a strength-based analysis and birth-order analysis in addition to the other points of enquiry identified in the text.

On the part concerning the "lifeline" or "life chronology" follow Seligman's outline and analysis questions.

In conclusion, identify 3 issues you want to work on during in-class role plays, briefly identifying background, feelings, thoughts and behaviors linked to these issues.

This paper should be 8-10 pages long, APA style, citing Seligman's book. Only include personal information you feel comfortable discussing in your paper and/or in practice counseling sessions in class.

Paper #2: Siegel's Mindsight book

A second paper is due a week after the class is finished and should be e-mailed to the instructor as an attachment in word format, to marccharneymft@gmail.com. (The date you send the assignment, in your site location time zone, will be considered as record of meeting the due date)

After reading Siegel'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 Siegel describes as the Triangle of Well Being (Chapter 1). Give some examples from your own life experience of how this concept of the Triangle of Well Being can be applied to you.

Part two: Briefly discuss the concepts of integration, differentiation and linkage. Give at least two examples from your own life of integration.

Part three: Summarize some of your own ideas on the Mindsight and its usefulness for counseling and psychotherapy.

Active Participation in Class Activities:

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.

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. Examples of skill sets that you may demonstrate include (but are not limited to) exploring feelings, confronting, taking a strength’s perspective, goal setting, developing an action plan, identifying core messages, examining beliefs or building rapport and empathy. More details regarding the role play will be provided by the instructor during the class time.

Your role play should last about 5 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. All papers are to be emailed to the instructor. The procedure for returning instructor comments on papers e-mailed to the instructor will be by return e-mail.

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	Due Date	Points
Paper #1: early recollections, genogram, lifeline or life chronology	First class session	25 points
Paper #2: from Siegel’s Mindsight book	One week after last class session, May 6th, 2018	25 points
Active participation in class activities	During class sessions	25 points
Final counseling demonstration	During class sessions	25 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

Marc L. Charney, Ph.D.

Education

- 1983 Ph.D., LMFT, LPC, Human Ecology/Social Sciences of Health Behavior, University of Oklahoma Health Sciences Center
- 1977 MPH in Human Ecology
- 1971 MA in Human Relations

Current Positions

- Private Practice: Family and Children's Consultants, Inc., Oklahoma City, OK
- Advanced Programs professor since 1995

Frequently Taught Advanced Programs Courses

- HR 5113 Narrative Metaphor in Human Relations Counseling
- HR 5110 Marital and Family Systems Assessment
- HR 5100 Group Counseling in Human Relations
- HR 5100 Ethical Issues in Human Relations Counseling
- HR 5100 Family Therapy, Concepts and Methods
- HR 5493 Assessment and Evaluation

Major Areas of Teaching and Research Interest

- Family therapy
- School-linked mental health services
- Infant and Childrens' Mental Health

Representative Publications and Presentations

- *Relational Ethics*. A series of 3-hour workshops for professional counselors and therapists; Ethics from a narrative/relational perspective. 2008-2010
- *Ethics in Counseling and Family Therapy*. A 3-hour professional workshop
- *From Super-vision to Co-Vision, Supervision from a narrative perspective*. A 3-hour professional workshop
- *Supervision Redux*. A series of workshops for licensure (LPC, LMFT) supervisors; review of best practice standards 2005 -2010
- *Infant Mental Health*. A series of workshops on infant and child development, assessment, diagnostic conceptualization and intervention. 1997-98
- *Narrative family play therapy*. Presented at the following conferences: International Play Therapy Conference, San Francisco, CA; Oklahoma Department of Mental Health's Annual Children's Mental Health Conference, Oklahoma Association of Marriage and Family Therapists Annual Conference (all in 1995).

Representative Honors and Awards Received

- Chair of the OAMFT Ethics Committee 2000
- Outstanding Faculty Member Award in Human Relations, 1990-91
- Outstanding Contributions in Human Relations Award, 1970-1995
- President, Oklahoma Play Therapy Association, 1998
- President, Oklahoma Association for Infant Mental Health, 1998

Major Professional Affiliations

American Association of Marriage and Family Therapists