



Course	COUN 5020 / JC / Foundations of Counseling: The Helping Relationship	
Term	Fall 2, 2009 - Thursday – 6:00 pm – 10:00 pm 10/22, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/17 (Make-up date TBD)	
Instructor	Name:	Lu Griz, Psy.D.
	Mobile:	(904) 753-0426
	Email:	drlugriz@bellsouth.net
Catalog Description	This course examines the philosophic bases of counseling and the helping relationship focusing on the foundational concepts necessary for working with individuals, groups, and families. Attention is given to the development of professional identity and client relationships.	
Prerequisites	A strong background in the behavioral and social sciences gained from an undergraduate degree program, from any other formal study program, or from other documented learning.	
Course Level Learning Outcomes	<i>Upon successful completion of this course students will be able to:</i> <ol style="list-style-type: none">1. Demonstrate knowledge of the history of the counseling profession, its organizational structure, credentialing processes and memberships.2. Articulate the personal qualities and characteristics of effective counselors.3. Demonstrate interviewing and counseling skills which facilitate the therapeutic relationship including goals, intervention, termination, and appropriate boundaries.4. Understand serving clients from a variety of settings such as schools, community settings, and agencies.	
Materials	Hackney, H. & Cormier, L.S. (2009). The Professional Counselor: A Process Guide to Helping. (6 th Edition). Allyn and Bacon. ISBN# 0205608329 Ruiz, D. M. (1997). The Four Agreements: A Practical Guide to Personal Freedom: A Toltec Wisdom Book. Amber-Allen Publishing, Inc. ISBN# 1-878-42431-9 To Order Textbooks go to the local North FL website at www.webster.edu/jack and click on Order Textbooks to select a vendor. Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery	

	<p>Supplemental Reading:</p> <ul style="list-style-type: none"> • Instructor might provide or require supplemental handouts, readings, or films in addition to what is listed above. • Research Paper Guidelines and Sample Paper – See website @ www.webster.edu/jack and click on the Student Resources category 																																	
<p>Methods of Learning</p>	<p>Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, reflective writing, and video logs.</p>																																	
<p>Grading</p>	<table border="1" data-bbox="472 489 1382 1245"> <thead> <tr> <th data-bbox="472 489 1073 548">Assignments</th> <th data-bbox="1073 489 1382 548">Maximum Points</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 548 1073 611">• World View Paper</td> <td data-bbox="1073 548 1382 611">5 Points</td> </tr> <tr> <td data-bbox="472 611 1073 674">• Steppingstones Presentation</td> <td data-bbox="1073 611 1382 674">20 Points</td> </tr> <tr> <td data-bbox="472 674 1073 737">Genogram Presentation</td> <td data-bbox="1073 674 1382 737">15 Points</td> </tr> <tr> <td data-bbox="472 737 1073 1010">• Exam 1 Chapter Presentations and Paper</td> <td data-bbox="1073 737 1382 1010">25 Points</td> </tr> <tr> <td data-bbox="472 1010 1073 1073">• Exam 2 TBA</td> <td data-bbox="1073 1010 1382 1073">25 Points</td> </tr> <tr> <td data-bbox="472 1073 1073 1136">• Class Participation and Attendance</td> <td data-bbox="1073 1073 1382 1136">10 Points</td> </tr> <tr> <td data-bbox="472 1136 1073 1245">TOTAL</td> <td data-bbox="1073 1136 1382 1245">100 Points</td> </tr> </tbody> </table> <p data-bbox="472 1276 1481 1388">Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.</p> <table border="1" data-bbox="748 1430 1203 1881"> <thead> <tr> <th data-bbox="748 1430 1089 1514">Percentage of Total Points</th> <th data-bbox="1089 1430 1203 1514">Grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="748 1514 1089 1577">95%-100%</td> <td data-bbox="1089 1514 1203 1577">A</td> </tr> <tr> <td data-bbox="748 1577 1089 1640">90%-94%</td> <td data-bbox="1089 1577 1203 1640">A-</td> </tr> <tr> <td data-bbox="748 1640 1089 1703">88%-89%</td> <td data-bbox="1089 1640 1203 1703">B+</td> </tr> <tr> <td data-bbox="748 1703 1089 1766">84%-87%</td> <td data-bbox="1089 1703 1203 1766">B</td> </tr> <tr> <td data-bbox="748 1766 1089 1829">80%-83%</td> <td data-bbox="1089 1766 1203 1829">B-</td> </tr> <tr> <td data-bbox="748 1829 1089 1892">70%-79%</td> <td data-bbox="1089 1829 1203 1892">C</td> </tr> <tr> <td data-bbox="748 1892 1089 1955">Below 70%</td> <td data-bbox="1089 1892 1203 1955">F</td> </tr> </tbody> </table>		Assignments	Maximum Points	• World View Paper	5 Points	• Steppingstones Presentation	20 Points	Genogram Presentation	15 Points	• Exam 1 Chapter Presentations and Paper	25 Points	• Exam 2 TBA	25 Points	• Class Participation and Attendance	10 Points	TOTAL	100 Points	Percentage of Total Points	Grade	95%-100%	A	90%-94%	A-	88%-89%	B+	84%-87%	B	80%-83%	B-	70%-79%	C	Below 70%	F
Assignments	Maximum Points																																	
• World View Paper	5 Points																																	
• Steppingstones Presentation	20 Points																																	
Genogram Presentation	15 Points																																	
• Exam 1 Chapter Presentations and Paper	25 Points																																	
• Exam 2 TBA	25 Points																																	
• Class Participation and Attendance	10 Points																																	
TOTAL	100 Points																																	
Percentage of Total Points	Grade																																	
95%-100%	A																																	
90%-94%	A-																																	
88%-89%	B+																																	
84%-87%	B																																	
80%-83%	B-																																	
70%-79%	C																																	
Below 70%	F																																	

<p>Activities:</p>	<p>World View Paper:</p> <ul style="list-style-type: none"> • This is to be a brief two to three page papers that begins to describe your view of the world, your understanding of how the world operates, some of your important assumptions about the world, what you consider useful and valuable, what if anything means anything? What helps you get through life? What rules or interpretations are important? What does it mean to be a human being? How could we as human’s better get along with one another more effectively? You can include important things that you learned from parents, teachers or other important people in your life about how the world works or what it’s all about. This is not to be an “academic” treatise. It is merely a time for you to reflect on what you think and believe about the state of the universe. You do not necessarily have to answer any of the above questions. This is just a beginning look at your view of the world. Why are we here? “What’s it all about, Alfie?” Hackney defines worldview as “the total perception one has of self, others, environment and relationships.” For the last class there will be a one-page update on whether there have been any changes in view of the world over the course of your study. <p>Steppingstones Presentation:</p> <ul style="list-style-type: none"> • Present significant life events beginning with your birth. For each event in your presentation, complete the phrase “It was a time when.” Steppingstones are these times in your life when perhaps you said to yourself, “Ah, my life will never be the same again.” They are the crossroads or turning points of your life up to the present time. <p>Chapter Presentations and Paper</p> <ul style="list-style-type: none"> • Each student will be assigned a chapter and will be responsible for writing a formal paper and presenting the chapter in class via Power Point Presentations. <p>Journal and Video Log:</p> <ul style="list-style-type: none"> • Students will keep a journal to help facilitate self observation and observation of interpersonal interactions. Thoughts and feelings related to various class experiences will also be included in your journal. • Videos and plays will be utilized in class. Students will review these materials by keeping a “Video Log” noting principles and concepts relative to counseling. The video log will be due the last class period. The student should also comment on the video or videos they liked the best and describe how they were helpful in their learning experience. The video log can be kept separately or as part of the journal.

Quizzes and Exams:

- There will be several quizzes throughout the class. The final exam will consist of integrated questions on case material. There will be reviews prior to both the quizzes and the final exam.

Class Participation and Attendance:

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE NOTE:** Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in **no later** than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.
- Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.

<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained</p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course</p> <p>It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
--	---

<p>Weekly Schedule</p>	<p>Pre-Assignments for Session 1:</p> <ul style="list-style-type: none"> • Read Chapters 2 and 3 in Hackney text, and bring at least two questions that you have from each chapter. • Answer two discussion questions at the end of each chapter. Bring discussion questions to class. Type both the question you are answering and your answer to the question. • Write a brief 2-3 page World-View paper (described under course requirements) and be prepared to discuss your World-View paper during the first class. • Buy a journal and begin writing thoughts, feelings, observations, and your reactions to events, people, places, and things. The function of the journal will be further explained during the first class. • Read the introduction and the first agreement in the book for The Four Agreements and be prepared to discuss this in class.
	<p>Session 1</p> <p>THEME: Skills in Counseling & Communication</p> <ul style="list-style-type: none"> • Films: <ul style="list-style-type: none"> ➤ Virginia Satir: <ul style="list-style-type: none"> ▪ Communication and Congruence Use of Self in Therapy <p>Topics:</p> <ul style="list-style-type: none"> • Discussion of Chapters 2 and 3 • Overview of the course, requirements and scoring criteria • Setting ground rules for counseling and for class • Making contact – communication exercises • Discussion of Chapters 2 and 3, discussion questions, and questions you have on Chapters 2 and 3 • Sharing of World-View papers • Supplementary text selection • Passports - journal article on communication • Discussion of the First Agreement <p>Assignments for Session 2:</p> <ul style="list-style-type: none"> • Read Chapter 4

	<p>Session 2</p>	<p>THEME: Rapport and Assessment</p> <ul style="list-style-type: none"> • Film: James Bugenthal – Humanistic Psychology <p>Topics:</p> <ul style="list-style-type: none"> • Discussion of Chapter 4 • Establishing rapport – pacing and leading • Genograms • Discussion on Chapter 4, your questions and discussion questions • Trial role play of intake assessment • “Who Am I?” – James Bugenthal <p>Assignments for Session 3:</p> <ul style="list-style-type: none"> • Read Chapters 5 and 6 in text • Complete Steppingstones assignment • Continue with journaling including video log • Start video log on audio-visual material • Write discussion questions on Chapters 5, 6, and 7 and bring two questions to class
	<p>Session 3</p>	<p>THEME: Goals, Strategies and Intervention Selection</p> <ul style="list-style-type: none"> • Film: Three Approaches to Psychotherapy <p>Topics:</p> <ul style="list-style-type: none"> • Discussion of Chapters 5 and 6 and discussion questions • Discussion of film: Three Approaches to Psychotherapy...Carl Rogers • Mock counseling in Rogerian model • Discussion of experience with journaling • Work with Passports on Rogers/Humanistic Psychology • Exercise on Goal Setting <p>Assignments for Session 4:</p> <ul style="list-style-type: none"> • Read Chapter 6 • Begin work on family genograms – due Session 4
	<p>Session 4</p>	<p>THEME: Affective Interventions</p> <p>Topics:</p> <ul style="list-style-type: none"> • Discussion of Chapter 6 and discussion questions • Discussion on film: Three Approaches to Psychotherapy • Sharing of Steppingstones assignment • Passports on Gestalt therapy currently and/or psychodrama (Joseph Moreno) • Exercise on Treatment Plan <p>Assignments for Session 5:</p> <ul style="list-style-type: none"> • Read Chapters 7, 8, and 9 in text • Continue with journaling including video log

		<ul style="list-style-type: none"> • Do discussion questions for Chapters 7, 8, and 9 and bring in two questions per chapter • Continue with journal and video log • Read Agreement Two in The Four Agreements
	<p>Session 5</p>	<p>THEME: Affective and Cognitive Interventions</p> <ul style="list-style-type: none"> • Film: Tom Miller - - RET <p>Topics:</p> <ul style="list-style-type: none"> • Discussions of Chapters 7 and 8 • Discussion on film: Cognitive-Behavior Therapy • Discussion and exercises on rational emotive therapy • Mock counseling utilizing Gestalt, Rogers, and RET • Passports on RET's current status <p>Assignments for Session 6:</p> <ul style="list-style-type: none"> • None
	<p>Session 6</p>	<p>THEME: Behavioral Interventions</p> <ul style="list-style-type: none"> • Discussion of Chapter 9 • Discussion on films: B.F. Skinner: The Token Economy and Stuart, Richard: Introduction to the New Behaviorism and discussion questions • Design of behavioral intervention with self and others • Mock counseling emphasizing Behavioral approach • Passports related to specific behavioral intervention and current work in Behaviorism <p>Assignments for Session 7:</p> <ul style="list-style-type: none"> • Read Chapters 10 and 12 in text and do discussion questions • Write behavioral modification plan in journal • Work on eliminating one irrational thought and write about this in journal • Finish family genograms and bring in next week • Continue working on video log • Study key terms (to be handed out in class) for quiz next week <ul style="list-style-type: none"> • Read agreement three in The Four Agreements

	<p>Session 7</p>	<p>THEME: Systemic Interventions and Family Counseling Topics:</p> <ul style="list-style-type: none"> • Discussion of Chapter 10 and discussion question • Family systems • Family sculpting • Genograms – revisited • Couple/family counseling • Discussions <p>Assignments for Session 8:</p> <ul style="list-style-type: none"> • None
	<p>Session 8</p>	<p>THEME: Continue With Family Counseling Marital Games – Eric Berne (Handout in class) and Crisis Counseling Topics:</p> <ul style="list-style-type: none"> • Discussion of Chapter 12 and discussion question • Role-plays and models for crisis intervention • Passports on crisis and crisis intervention • Discussion of final take-home exam <p>Assignments for Session 9:</p> <ul style="list-style-type: none"> • Go back and review course and consolidate learning in journal • Write a one-page paper on whether your worldview has been altered during this semester - if so, in what way? • Read the Fourth Agreement in The Four Agreements
	<p>Session 9</p>	<p>THEME: Context and Termination Topics:</p> <ul style="list-style-type: none"> • Mock counseling sessions - Terminating therapy • Complete all presentations • Passports on topics of choice • Review and conclusion of class • Discussion of final take-home exam • Discussion of The Four Agreements
<p>Additional Information</p>	<p>Course Attendance: The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p>	

Make-Up Requirements

- For each class hour missed, a one (1) page, double-spaced, typed paper, with one (1) reference will be submitted by the end of the term. The instructor will assign the topic. A four (4) hour class will require four (4) pages supported with (4) references from popular or academic press.
- This paper will be graded and incorporated in the class participation grade. If the make-up work is not submitted, the student's final grade will be reduced one (1) letter grade.
- Students are responsible for any class material presented during their absence, and any assignments due should be submitted prior to the absence, if possible.

Conduct:

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

Disclaimer:

This syllabus is intended to provide a basic structure to this course. Adherence to this syllabus is subject to change at the discretion of the instructor without the prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801 ext 7620, to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 9/28/09