



Course	COUN 5020 Foundations: The Helping Relationship
Term, Day, Time	Spring 2, 2010 – Thursday – 6:00 – 10:00 PM 3/18, 3/25, 4/1, 4/8, 4/15, 4/22, 4/29, 5/6, 5/13
Instructor	Name: Lu Griz, PsyD Phone: (904) 753-0426 Email: drlugriz@bellsouth.net
Catalog Description/ Content Area	COUN 5020: Foundations: The Helping Relationship: This course defines and examines the philosophic bases of counseling and the helping relationship focusing on the foundational and theoretical concepts necessary for working with individuals, groups, children, and families in a multicultural context. Students learn to define, generalize, organize, and critique the counseling process including initial introduction to consultation theories, practice, and application in a multicultural society; and crisis and disaster intervention. Attention is given to the initial development of basic counseling skills, professional identity and counselor roles, related ethics, and client relationships. Self-growth experiential activities are associated with this course content. Content Areas: helping relationships, social and cultural, professional orientation
Knowledge and Skill Outcomes	<i>Upon successful completion of this course students will be able to:</i> <ol style="list-style-type: none">1. Describe the history and philosophy of the counseling profession, its organizational structure and membership (ACA and divisions); credentials relevant to the practice of clinical mental health counseling (state licensure process);2. Summarize current trends in professional counseling literature as related to the foundation of professional counseling;3. Evidence familiarity with preparation standards (CACREP);4. Define and demonstrate a professional identity as a professional mental health counselor and label the differences among various mental health professional identities (e.g., social work, psychology, marriage and family therapist,; school counselor, school psychologist, intake coordinator, psychiatrist, rehabilitation counselor);5. Articulate the personal qualities and characteristics of effective counselors and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams;6. Label the differences among professional counseling professions including career counselor, mental health counselor, school counselor, and student affairs and college counseling;7. Evidence an orientation to wellness and prevention as desired counseling goals with a sensitivity to varying cultural needs;

	<ol style="list-style-type: none"> 8. Evidence a beginning awareness of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems, multiple cultures); 9. Evidence a beginning awareness of the management of mental health services and programs, including areas such as administration, finance, and accountability, in a multicultural society; 10. Evidence a beginning awareness of an emergency management system within clinical mental health agencies and in the community; 11. Describe the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network; and 12. Evidence a beginning awareness of the logic behind bio-psycho-social case conceptualization and treatment planning. <p>Skills</p> <ol style="list-style-type: none"> 13. Demonstrate basic counseling skills (e.g., empathy, unconditional positive regard, paraphrasing, reflection with feeling, warmth, basic eye contact, and use of silence) which facilitate the therapeutic relationship 14. Demonstrate awareness of the importance of family, social networks, community systems, and multi cultures in the treatment of mental and emotional disorders 15. Demonstrate an understanding and openness to personal growth and clinical supervision 				
Materials	<p>Hackney, H. & Cormier, L.S. (2009). The Professional Counselor: A Process Guide to Helping. (6th Edition). Allyn and Bacon. ISBN# 0205608329</p> <p>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</p> <p>To Order Textbooks go to the local North FL website @ www.webster.edu/jack and click on Order Textbooks or go directly to www.mbsdirect.net.</p> <p>Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.</p>				
Method of Instruction	Students will learn through a variety of methods which include, but are not limited to lecture, text readings, discussion, reflective writing, and video logs.				
Grading	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 60%;">Assignments</th> <th style="text-align: left;">Maximum Points</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • World View Paper and Steppingstones Collage </td> <td style="text-align: center; vertical-align: top;">20 Points</td> </tr> </tbody> </table>	Assignments	Maximum Points	<ul style="list-style-type: none"> • World View Paper and Steppingstones Collage 	20 Points
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• Genogram Presentation	20 Points
• Journal	10 Points
• Exam 1	20 Points
• Exam 2	20 Points
• Class Participation and Attendance	10 Points
TOTAL	100 Points

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.

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

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should *demonstrate marked progress toward the course objectives* as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect *not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor*. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of *objective and subjective* assessment.

Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.

Activities

World View Paper:

- 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.

Steppingstones Collage:

- Create a collage around 6-8 significant life events beginning with your birth. For each picture in your collage, complete the phrase "It was a time when." Stepping-stones 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.

Discussion Questions:

- There are discussion questions at the end of each chapter. Each student will be assigned a chapter and will be responsible for two discussion questions and will lead a brief class discussion. The questions and answers should be typed and submitted for a grade. The answers can be brief.

Journal and Video Log:

- 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 may 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 midterm and the final exam.

	<p>Class Participation and Attendance:</p> <ul style="list-style-type: none"> • 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: <u>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.</u> • 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 <i>no later</i> 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><u>Academic Honesty</u></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.

Drops and Withdrawals

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 in the Graduate Studies Catalogue 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.

Special Services

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.

Disturbances

By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class 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, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, etc., are subject to disciplinary action, including removal from the course and potentially, dismissal from the program.

The carrying of weapons onto campus is forbidden.

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

	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.</p>
<p>Course Policies</p>	<p><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u></p> <p>In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.</p> <p>We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class <i>just as with clients</i>. You are encouraged to make your feelings and thoughts known, yet, to do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.</p> <p>Further, openness to supervision and instruction by the instructor can</p>

become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

ACA Code of Ethics (2005)

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.

(See C.1., H.1.)

Cell Phones

Turn off all cell phones during class unless otherwise advised by the instructor.

Academic Integrity

All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else's work, you must also give them credit with a citation.

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

Course Attendance:

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a

	<p>significant loss of learning, which will not be recouped through borrowing a classmate's notes. Students are expected to attend all class sessions of every course. It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.</p> <p>The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See <i>Grading</i> for further information.</p> <p>Note: To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.</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 1,2 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 • Sharing of World-View papers • Supplementary text selection • Passports - journal article on communication

	<ul style="list-style-type: none"> • Discussion of the First Agreement <p>Assignments for Session 2:</p> <ul style="list-style-type: none"> • Read Chapter 4
Session 2	<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 as assigned • Trial role play of intake assessment • “Who Am I?” – James Bugenthal <p>Assignments for Session 3:</p> <ul style="list-style-type: none"> • Complete Steppingstones assignment • Continue with journaling • Read Chapters 5, 6, and 7.
Session 3	<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 Chapter 5 • 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 • Viewing of Fritz Perls’s film <p>Assignments for Session 4:</p> <ul style="list-style-type: none"> • Read Chapter 6 • Begin work on family genograms – due Session 4
Session 4	<p>THEME: Affective Interventions</p> <p>Topics:</p> <ul style="list-style-type: none"> • Discussion of Chapter 6. • Discussion on film: Three Approaches to Psychotherapy • Sharing of Steppingstones assignment • Gestalt therapy discussion with exercises • Passports on Gestalt therapy currently and/or psychodrama (Joseph Moreno) • Exercise on Treatment Plan • Discussion of take-home mid-term exam

		<p>Assignments for Session 5:</p> <ul style="list-style-type: none"> • Read Chapters 7 and 8 in text • Continue with journaling • Do discussion questions for Chapters 7 and 8. • Read Agreement Two in The Four Agreements • Complete take-home mid-term
	<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"> • Read Chapter 9 in text.
	<p>Session 6</p>	<p>THEME: Behavioral Interventions</p> <ul style="list-style-type: none"> • Films: <ul style="list-style-type: none"> ➤ B.F. Skinner – The Token Economy ➤ Richard Stuart – Marital Behavioral Therapy ABC's of behaviorism • 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. • 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 • Hand in journal for feedback from instructor

	<p>Session 7</p>	<p>THEME: Systemic Interventions and Family Counseling</p> <ul style="list-style-type: none"> • Film: Brief Solution- Focused Therapy <p>Topics:</p> <ul style="list-style-type: none"> • Discussion of Chapter 10 • Discussion on film: Behavioral Couple Therapy • Family systems • Family sculpting • Genograms – revisited • Couple/family counseling • Discussion of film <p>Assignments for Session 8:</p> <ul style="list-style-type: none"> • Complete genograms
	<p>Session 8</p>	<p>THEME: Continue With Family Counseling Marital Games – Eric Berne (Handout in class) and Crisis Counseling</p> <p>Topics:</p> <ul style="list-style-type: none"> • Discussion of Chapter 10. • Present Genograms via power point • 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"> • Read Chapters 11 and 12 in text. • 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</p> <p>Topics:</p> <ul style="list-style-type: none"> • Discussion of Chapters 11 and 12. • Mock counseling sessions - Terminating therapy • Passports on topics of choice • Review and conclusion of class • Discussion of The Four Agreements

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 2/18/10