



Course	COUN 5020 Foundations: The Helping Relationship
Term, Day, Time	Fall 2, 2009 Thursday 5:30-9:30
Instructor	Name: Bruce Appel Ed.S., LPC Phone: (816) 363-4171 Email: appelb@webster.edu bappel@swbell.net
Catalog Description/ Content Area	<p>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.</p> <p>Content Areas: helping relationships, social and cultural, professional orientation</p>
Knowledge and Skill Outcomes	<p><i>Upon successful completion of this course students will be able to:</i></p> <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;

	<ol style="list-style-type: none"> 7. Evidence an orientation to wellness and prevention as desired counseling goals with a sensitivity to varying cultural needs; 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>Professional Counselor: A Process Guide to Helping by Hackney & Cormier, 6th edition, Pearson ISBN 978-0-205-60832-4 current edition.</p> <p>Text(s) may be obtained from MBS Direct Books at 1-800-325-3252 or Www.mbsdirect.net. Checks and credit cards accepted.</p>
Method of Instruction	<p>This class utilizes extensive student participation in classroom exercises, class discussion, interpersonal observation and the written analysis of text and other assigned readings. .</p>
Grading	<p>Student evaluation includes the instructor’s assessment of each student’s development and ability to display basic counseling skills, clearly express conceptual understanding of counseling processes and the student’s openness to supervision.</p> <p>First writing assignment 10% (See handout) Second writing assignment 20% (See handout) Counseling skills as evidenced in classroom activities 25% Midterm exam 20%</p> <p>(Grading rubrics will be handed out in class)</p>

	<p>The Graduate catalogue provides these guidelines and grading option: Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W</p> <ul style="list-style-type: none"> A/A- Superior graduate work B+/B/B- Satisfactory graduate work C Marginal work F Unsatisfactory work CR Credit given for practica/internships I Incomplete work ZF Permanent grade for unfinished incomplete grade which treated as an F W Withdrawn from the course <p>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 <i>demonstrate marked progress toward the course objectives</i> as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect <i>not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor</i>. 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 <i>objective and subjective</i> assessment.</p> <p>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.</p>
<p>Activities</p>	<p>Classroom activities correlate with assigned readings to accomplish skill development and understanding of basic counseling goals and processes. Activities include: experiences designed to develop and enhance basic listening and attending skills, library and web based research activities, use of professional resources, and basic case management processes such as assessing client problems and concerns, developing client goals, and formulating interventions</p>
<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> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the</p>

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 may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee)

	<p>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 become an issue for some students and is, therefore, emphasized here.</p>

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>Students are expected to have all reading assignments completed prior to class.</p> <p>1 Introductions and review of course syllabus. Review of course expectations. Topic(s): Conceptualizing counseling and the characteristics of a professional helping relationship. Read Chapter 1 in text. Activities: group work, role play, etc</p> <p>2 Communication in counseling. Topic(s): Introduction to skills of listening, conveying empathy and reframing. Basic verbal and nonverbal skills. Read Chapters 2 and 3 in text. Activities: lecture/discussion, group work. Skill development and practice exercises.</p> <p>3 Characteristics of an effective therapeutic relationship Topic(s): Stages and skills of counseling, Initial stages of therapy. Building a working relationship. Read chapter 4 in text. Handouts, assigned journal articles. Activities: lecture, discussion, group work. Skill development and role play exercises. Personal reflections assignment due. (not graded)</p> <p>4 Assessing client problems and developing client goals .Topic(s): Approaches to assessment and conceptualization of client's presenting issues and concerns, developing goals and treatment plans. Read Chapters 5 and 6 in text. Handouts, assigned journal articles. Activities: Discussion, group work. First writing assignment due. (See handout for directions)</p> <p>5 Midterm (to be discussed). Topic(s): Professional literature and research. Professional organizations and resources. Read handouts. Activities: Lecture/discussion.</p>

	<p>6 Topic(s): Defining strategies and selecting interventions. Developing treatment plans and stages of therapy: theories and interventions. Read chapters 7 in text.</p> <p>Licensure requirements and other professional issues. Dual relationships. Issues of confidentiality. Handouts. Activities: Discussion of research activities...</p> <p>7 Topic(s): Affective interventions and change process. Read chapter 8 in text. Activities: lecture/demonstrations. Second writing assignment due (See handout for directions)</p> <p>8 Strategies and interventions (cont'd) Cognitive and behavioral approaches. Topic(s): Read chapters 9 and 10 in text. Activities:</p> <p>9 Termination of therapy read Chapter 12 in text. Final exam. Discussion of interviews. Course wrap-up</p>
--	---