

Course	COUN 5020 - PR Foundations: The Helping Relationship
Term	Fall 2, 2009 Monday, 5:30 ~ 9:30 PM
Instructor	Name: Patricia Tennant Sokol, M.S.W., D.P.A. Phone: 352-873-4739; Cell: 325-875-9617 Email: psokol@webster.edu ~ ptsokol@aol.com
Catalog Description	COUN 5020: Foundations: The Helping Relationship: 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.
Course Level Outcome Objectives	Upon successful completion of this course students will be able to: 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	Required: Peterson, J. V., & Nisenholtz, B., <i>Orientation to counseling</i> , 4 th Edition, Boston, Allyn and Bacon. ISBN: 0-205-27539-7. Meier, S.T., & Davis, S.R., <i>The elements of counseling</i> , 6 th Edition. Atlanta, Brooks/Cole Publishing Co. ISBN 0-495-01774-4. Strunk, Jr., W. & White, E .B., <i>The elements of style</i> , 4 th Edition, New York, Longman. ISBN: 0-205-30902-X Perrin, P., <i>Pocket Guide to APA Style</i> , 3rd Edition, Cengage. ISBN: 0-547-20193-1 Recommended: American Psychological Association, <i>Publication Manual of the APA</i> , 5 th edition. ISBN: 1-55798-791-2.
Grading	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 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

	<p>ZF Permanent grade for unfinished incomplete grade which treated as an F W Withdrawn from the course</p> <table border="1" data-bbox="492 327 1446 888"> <tr> <td>3 professional journal articles @ 5 points each</td> <td>15 points</td> </tr> <tr> <td>Personal Journal</td> <td>10 points</td> </tr> <tr> <td>Interview with a counselor</td> <td>10 points</td> </tr> <tr> <td>Basic Concepts Tests 2@10 points each</td> <td>20 points</td> </tr> <tr> <td>Class Simulations/role play</td> <td>10 points</td> </tr> <tr> <td>Research Paper</td> <td>20 points</td> </tr> <tr> <td>Applied Final</td> <td>15 points</td> </tr> <tr> <td>Total</td> <td>100 points</td> </tr> </table>	3 professional journal articles @ 5 points each	15 points	Personal Journal	10 points	Interview with a counselor	10 points	Basic Concepts Tests 2@10 points each	20 points	Class Simulations/role play	10 points	Research Paper	20 points	Applied Final	15 points	Total	100 points
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<p>Activities</p>	<p>The syllabus is subject to change without notice. The class will consist of lectures, in class simulations of counseling sessions and media presentations. Rubrics for the professional journal articles will be distributed during the first class. Final paper: rubrics will be distributed during the first class. This is a search of the literature paper combining the supplemental readings, professional journal articles on a topic central to the counseling field. Personal journal: Rubrics will be distributed during the first class. It is expected that there is at least one journal entry after each class session. Entry is to demonstrate insight into self and understanding of counseling theory. Final exam and concept tests format and directions will be discussed in class.</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>Academic Honesty 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 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 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 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>Course Policies</p>	<ul style="list-style-type: none"> ▪ Students will attend all classes, be alert and responsive. No make-up tests will be issued. Students are responsible for Webster on-line accessibility ▪ Students will be open to expand their fund of knowledge about the counseling profession, be willing and amenable to examine and challenge their own belief systems, display flexibility, and generate and articulate creative thoughts. ▪ Students will actively participate in counseling simulation exercises and be open to constructive feedback from the instructor and peers as to the effectiveness and level of genuineness in the use of empathic techniques. ▪ Students will examine their own attitudes and engage in self-exploration and self-awareness of feelings and thoughts. ▪ Students are to be open and willing to improve in basic counseling skill functions as well as be receptive to feedback from peers and instructor. ▪ Students will be prepared to produce original written material and conduct themselves in a manner consistent with the expectations of a graduate level course. ▪ Students are responsible to maintain confidentiality for material shared in class. ▪ Students will be computer literate and able to use the University on line library.

	<ul style="list-style-type: none"> Students will maintain copies of all work submitted.
Weekly Schedule	<p>Before Class Read Chapter 5 in <i>Elements of counseling</i>, Chapters 1-3 in <i>Orientation to counseling</i> and chapters 1-3 in <i>Elements of style</i>.</p> <p>Week 1 Review syllabus, assignments and rubrics for each. Development of final paper topics, discuss and begin personal journal. Assessment of current skill levels. Counselor Know Thyself discussion questions; Video tape simulations. For next class read chapters 4- 8 in <i>Orientation to counseling</i>, chapters 1- 4 in <i>Elements of counseling</i> and chapters 4 & 5 in <i>Elements of style</i>.</p> <p>Week 2 Discuss progress on research papers; review formats for professional journal articles and rubrics; first professional journal review due. Basic Counseling Skills; empathy and attending, simulations; for next class read chapters 9-11 in <i>Orientation to counseling</i>, and chapter 6 in <i>Elements in counseling</i></p> <p>Week 3 Basic Concept Test #1, open book, review personal journals, Simulations and review of text. Assignment for next class: read chapters 14-16 in <i>Orientation to counseling</i></p> <p>Week 4 Second professional journal review due, Treatment planning Applying theories to practice; The Core of Counseling; Simulations</p> <p>Week 5 Basic Concepts Test #2, open book; Spectrum of jobs in the field of counseling;, Finding your niche; guest speakers from local agencies, class will meet at Kimberly's Cottage this session, Simulations: read chapters 17-20 in <i>Orientation to counseling</i></p> <p>Week 6 Third professional journal review due, Legal and ethical issues; simulations, review progress on research papers,</p> <p>Week 7 Interview with counselor due, review personal journals Read chapters 12-13 in <i>Orientation to counseling</i></p> <p>Week 8 Final paper due and presentations; Review for applied Final</p>

	<p>Week Final Examination and personal journals due 9</p>
<p>Additional Information</p>	<p>Course Requirements:</p> <p><u>Course Attendance:</u> 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> <p><u>Conduct:</u> 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:</p> <ol style="list-style-type: none"> 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. <p>Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive</p>

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 (32 for undergraduate courses; 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.

DETERMINATION OF GRADES IS BASED THE FOLLOWING CRITERIA:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on

the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of “A”): *Creative Achievement*

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

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.

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

Reviewed by: Nicki Nance

Job Title: Faculty Coordinator

Date: 7-12-09