

<b>Course</b>	COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course)
<b>Term</b>	Fall 1, 2008
<b>Instructor</b>	Lynn Banks 724-2918 drlbanks2@aol.com Office Hours: Flexible: By Appointment
<b>Catalog Description</b>	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.
<b>Prerequisites</b>	NONE
<b>Course Level Learning Outcomes</b>	After completing this course the student will be able to: 1. Demonstrate knowledge of the history of the counseling profession and its organizational and credentialing processes ( <b>CACREP II.K.1.a; II.K.1.d; II.K1.e</b> ). 2. Identify the personal qualities and characteristics of effective counselors. ( <b>CACREP Section II. K. 5. a</b> ) 3. Demonstrate interviewing and counseling skills which facilitate the therapeutic relationship including goals, intervention, termination, and appropriate boundaries. ( <b>CACREP Section II. K. 5. b</b> ) 4. Devise client outcomes to promote independence and reflective decision-making skills. ( <b>CACREP Section II. K. 5. b</b> ) 5. Understand serving clients from a variety of settings such as schools, community settings, and agencies. ( <b>CACREP Section II. K. 5.b</b> ) 6. Understand the basics of using the Five Axes diagnostic coding system of the <b>DSM-IV-TR</b> . 7. Promote student self-awareness in terms of developing effective counseling strategies that enhance the individual values of each client.
<b>Materials</b>	<b>REQUIRED TEXTS:</b> <b><u>Becoming a Helper</u></b> , Corey and Corey, Brooks/Cole Publishing Company, 5 <sup>th</sup> Edition, ISBN # 0-495-22590-8. <b><u>I Never Knew I Had a Choice</u></b> , Corey and Corey, Brooks/Cole Publishing Company, 8 <sup>th</sup> Edition, ISBN # 0-534-60786-1. <b><u>Quick Reference To The Diagnostic Criteria From DSM-IV-TR</u></b> , American Psychiatric Association, ISBN 0-89042-026-2

**SUPPLEMENTAL READING: A Community Resource Directory** of services available in your county of residence (to be discussed during first class session).

**Grading**

<b>COURSE REQUIREMENTS:</b>	<b>% OF GRADE</b>
<b>a. Constructive Participation/Interview</b>	<b>15%</b>
<b>b. Chapter Outlines.</b>	<b>20%</b>
<b>c. <u>Choice</u> Presentation</b>	<b>10%</b>
<b>d. Midterm Examination</b>	<b>20%</b>
<b>e. Self-Analysis</b>	<b>15%</b>
<b>f, Final Examination</b>	<b>20%</b>

Taking the numerical score from the formula above and converting it to the appropriate letter grade from the chart determine the student's letter grading for the course.

<b>Letter Grade</b>	<b>Numerical Score</b>
A	96-100% (4.0)
A-	91-95% (3.67)
B+	87-90% (3.33)
B	82-86% (3.0)
B-	78-81% (2.67)
C	70-77% (2.0)
F	69 & below (0)
I	Incomplete (0)
W	Withdraw

**Activities**

- An overview of each chapter of **Becoming a Helper** will be presented by the instructor and discussed by all class members each week. Students will bring a brief (1-2 page) outline of the key issues of **each** of the chapters assigned to the class each class meeting.
- Seminar type discussions led by students concerning issues presented in the text, **I Never knew I Had a Choice** . Students will prepare a synopsis of their assigned chapter to share with class members and will prepare questions pertaining to the chapter for discussion.
- (1) Case Studies involving the use of community resources and (2) the

	<p>utilization of the <b><u>DSM-IV</u></b> will constitute the mid-term examination.</p> <ul style="list-style-type: none"> <li>• A written self-analysis regarding the student’s decision to enter the field of counseling will be based on reactions to issues presented in the texts and the results of personality inventories presented to them by the instructor. This assignment may include anything that pertains to the student as an individual, to include material from admissions essay.</li> <li>• A written synopsis of an interview with a helping professional concerning their agency and their job duties will be shared with the class.</li> </ul>
<p><b>University Policies</b></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><b>Academic Honesty</b></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><b>Drops and Withdrawals</b></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><b>Special Services</b></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><b>Disturbances</b></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><b><u>Course Attendance:</u></b></p> <p>The University reserves the right to drop students who do not attend</p>

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.

**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.

	<p><b><u>Course Contact Hours:</u></b></p> <p>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.</p>
<b>Course Policies</b>	<p>Attendance at all class sessions is expected.</p> <p>Late weekly write-ups and written case assignments will be accepted if prior arrangements have been made with the instructor, but will be given reduced points based upon the number of class sessions it is late.</p>
<b>Week 1 AM Schedule</b>	<p><b>PREPARATION FOR CLASS:</b> <i>Outlines of the first six (1-6) chapters of <u>Becoming a Helper</u></i> are due on the first day of class.</p> <p><b>CLASSROOM DISCUSSION TOPICS:</b> Orientation to the counseling program and a discussion of course requirements. An overview of chapters 1-3 of <u>Becoming a Helper</u>. Introduction to <b>Basic ID, Myers-Briggs, Rotter.</b></p>
<b>Week 1 PM Schedule</b>	<p><b>PREPARATION FOR CLASS:</b> Chapter outlines,</p> <p><b>CLASSROOM DISCUSSION TOPICS:</b> Chapters 4-6 of <u>Becoming a Helper</u>.</p>
<b>Week 2 AM Schedule</b>	<p><b>PREPARATION FOR CLASS:</b> Chapters 7-9 outlines for <u>Becoming a Helper</u> due.</p> <p><b>CLASSROOM DISCUSSION TOPICS:</b> Chapters 7-9 of <u>Becoming a Helper</u> discussion.</p>
<b>Week 2 PM Schedule</b>	<p><b>PREPARATION FOR CLASS:</b> Presentations from <u>I Never knew I Had a Choice:</u> Chapters 1,3,4,5.</p> <p><b>CLASSROOM DISCUSSION TOPICS:</b> Introduction to <u>Process Communication Model</u>.</p>
<b>Week 3 AM Schedule</b>	<p><b>PREPARATION FOR CLASS:</b> Chapters 10-15 outlines for <u>Becoming a Helper</u> due. <u>Mid-term Examination</u>.</p> <p><b>CLASSROOM DISCUSSION TOPICS:</b> Chapter outlines from <u>Becoming a Helper</u>.</p>
<b>Week 3 PM Schedule</b>	<p><b>PREPARATION FOR CLASS:</b> Presentations from <u>I Never Knew I Had a Choice:</u> Chapters 6-10.</p>

	<b>CLASSROOM DISCUSSION TOPICS:</b> Presentations.
<b>Week 4 AM Schedule</b>	<b>PREPARATION FOR CLASS:</b> <u>Final Examination.</u> <b>CLASSROOM DISCUSSION TOPICS:</b> Final Examination
<b>Week 4 PM Schedule</b>	<b>PREPARATION FOR CLASS:</b> Presentations: All remaining presentations. <b>CLASSROOM DISCUSSION TOPICS:</b> Presentations/Video.
<b>Week 5 Schedule</b>	<b>PREPARATION FOR CLASS:</b> Interviews due. <b>CLASSROOM DISCUSSION TOPICS:</b> Presentation of interviews.

**PURCHASING TEXTBOOKS--**Most textbooks can be purchased through **MBS Direct**. Check the syllabus for textbook information. Give MBS Direct the campus location (for the purpose of ordering books the campus is **Space Coast Campus**, course name, number and section number (i.e. Space Coast Campus, COMP5000/64) and most important, the **title, author, edition, and ISBN** of the book you are ordering. MBS Direct will buy back your book at the end of the term should you elect not to retain it as a reference book. Order by phone or online. Orders should be placed no earlier than 4 weeks prior to the start of the term.

**MBS Direct:** 1-800-325-3252

MBS Direct Website: [www.mbsdirect.net/webster](http://www.mbsdirect.net/webster)  
Monday-Thursday, 7am-10pm (Central Time)  
Friday, 7am-6pm (Central Time)  
Saturday, 8am-5pm (Central Time)  
Sunday, noon-4pm (Central Time)

In order to meet the course objectives this syllabus may be modified at the discretion of the instructor without approval of the students.

**Original approved by:**

Dr. Calvin D. Fowler Academic Dean Space Coast Region, May 5, 2008

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