**CHD 602**

**FUNDAMENTALS OF COUNSELING**

**Spring 2017**

**Professor: Karen Moore Townsend, Ph. D., NCC Office: 414 Stevens Hall**

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Office Hours: M 3:15 p.m. – 4:15 p.m.; W 3:00 p.m. – 6:00 p.m.; Th 3:00 p.m. – 6:00 p.m.;

T, F by appointment

**\***Additional hours are available by appointment. *Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.*

**Course Description:**

Counselor and consultant characteristics and behaviors that influence helping processes; practice and application of essential interviewing and counseling skills; facilitation of self-awareness; ethical and legal considerations. Characteristics of fully functioning individuals will be emphasized.

**College of Education and Human Sciences Conceptual Framework:**

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of practice.

3.  Form communities of learners through collaboration, teamwork and research-based approaches.

6.  Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

**Referenced Standards:**

Knowledge and understanding of

AL-SDE 290-3-3-.50(3)(j)1.(ii) - individual counseling, including establishing facilitative relationships

CACREP-2009.2.G.1.d. – self-care strategies appropriate to the counselor role.

CACREP-2009.2.G.3.d. – theories and models of individual, cultural, couple, family, and community resilience.

CACREP-2009.2.G.5.a. – an orientation to wellness and prevention as desired counseling goals.

CACREP-2009.2.G.5.c. – essential interviewing and counseling skills.

**Prerequisites:** None

**Required Readings:**

Egan, G. (2010). *The skilled helper: A problem-management and opportunity development approach*

 *to helping* (10th ed.). Belmont, CA: Brooks/Cole.

 (ISBN-10 = 0495601896; ISBN-13 = 978-0495601890)

Schwartz, B. & Flowers, J. (2010). *How to fail as a therapist: 50+ ways to lose or damage your*

 *patients* (2nd ed.)*.* Atascadero, CA: Impact Publishers.

 (ISBN-13 = 978-1886230989)

Handouts as assigned in class.

Canvas

**Instructional Modalities:** Lecture, discussion, role-playing, modeling, cooperative learning, experiential exercises

**Student Outcomes, Skill Outcomes, & Course Competencies**

**Course Objectives:** Upon completing this course, students will demonstrate knowledge and understanding of counseling and consultation processes, including the following:

1. Individual counseling, including establishing facilitative relationships

(AL-SDE 290-3-3-.50(3)(j)1.(ii));

2. Self-care strategies appropriate to the counselor role and an orientation to wellness and prevention as desired counseling goals (CACREP-2009.2.G.1.d; CACREP-2009.2.G.5.a);

3. Essential interviewing and counseling skills (CACREP-2009.2.G.5.c);

4. Theories and models of individual, cultural, couple, family, and community resilience

(CACREP-2009.2. G.3.d).

**Evaluation:**

**Course Requirements Outcomes & Competencies Grading Scale**

Reflection – 20% 2, 3, 4 A = 90 to 100

Video Role-plays – 30% 1, 3 B = 80 to 89.99

Midterm Exam – 25% 1, 2, 3. 4 C = 70 to 79.99

Final Exam – 25% 1, 2, 3, 4 D = 60 to 69.99

 F = 59.99 and below

* Since counseling is an inexact science, part of the grade is a subjective, professional decision by the instructor.
* **Five points** may be deducted ***for each day beyond the due date*** an assignment is turned in to the instructor. If an emergency occurs and you are unable to attend class, you may e-mail the completed assignment to the instructor and that date will serve as the date it is turned in. ***You will not receive a grade until you have turned in a paper copy.***
* All assignments should be typed using Times New Roman, 12 point font and double spaced. (APA style)
* **You are expected to be present at all exams.** It will be determined on a case-by-case basis if a make-up exam will be given. Documentation for the reason for the missed exam will be required, and the test will be taken in a timely manner, with the time and date set by the instructor.
* **Cell phones and other electronic devices should not be visible or audible**. ***Please turn off cellular telephones during class meetings.*** **If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission from the instructor must be obtained prior to class in these situations.**

**Description of Course Requirements:**

**1.** **Attendance and participation.** Attendance at all classes is expected and necessary for full participation. If a student finds it necessary to miss class, the student should, if possible, notify the instructor in advance by e-mail or phone.

**2.** **Video role-plays (30%)**. The video role-plays are an opportunity to demonstrate effective use of basic empathic skills. Each role-play will count for **10%** of your grade. A rubric will be provided that outlines the overall requirements. You will also receive a handout that gives specific skills needed for each role-play. Read these carefully and ask questions in class. **Make sure that the instructor can see and hear your video before turning it in. Failure to do so may result in a zero for the assignment.**

**3.** **Book journal reflections** **(20%).** Read the book *How to Fail as a Therapist* and write a reflective journal. Include the quote from one of the “errors” and your reactions to each quote that you have chosen, i.e., feelings that were evoked, agreement or disagreement with the text, and your reasons. Be sure to explain your reactions. Please do not tell me only what the authors said – this is a reflection of what you feel and think. Do this for **30** of the “errors.” The reflection for each error should be approximately ½ p. typed and double spaced. The entire project should be stapled or paper clipped (no binders, etc.).

**4.** **Midterm exam (25%)**. Multiple choice questions, short answers, and short discussion questions and/or scenarios related to the material in the chapters.

**5.** **Final exam (25%)**. Multiple choice questions, short answers, and short discussion questions and/or scenarios related to the material in the chapters.

**Academic Honesty.**  Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**Attendance**

**UNA’s attendance policy states:** “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33)

**All faculty in the Counselor Education department have adopted the following policy:**

If a student misses more than four classes, that student will be required to withdraw from the course. *If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.*

**Accommodations**

**UNA Policy for Accommodations:**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Title IX --** The University of North Alabama has an expectation of mutual respect.Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

**Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above.** Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**UNA Portal Statement**

The University of North Alabama’s official communication vehicle is UNA Portal – with an emphasis on email (accessed through the homepage at [http://www.una.edu](http://www.una.edu/)). Please check this email account **regularly** and route Canvas communications to it as well to ensure timely communication regarding course, program, and university matters.

**Tk20 Statement**

Tk20 is the official assessment management system of the University of North Alabama’s College of Education and Human Sciences.  All undergraduate and graduate programs leading to educator certification; undergraduate programs in Exercise Science, Fitness Management, Health Promotion, Recreation, and Sport Management; and all CACREP accredited programs require key assessments, projects, work samples, applications, professional testing and certification recommendations that will be collected, processed, and archived through the Tk20 system.

It is the responsibility of each student pursuing any degree or certification in the programs mentioned above to pay the one-time COEHS Assessment Fee, which will be billed through the student’s University account.  The fee will allow the student access to Tk20, and may be utilized for ten years from the activation date. Students with Assessment Fee billing issues should contact Dr. Katie Kinney, Tk20 Administrator at tk20@una.edu.

**UNA Counselor Education Social Media Policy**

Since new social media outlets appear every day, and profession-specific ethical codes evolve more slowly, it is essential to be aware of challenges facing counselors and counselors-in-training. Consider the following prior to posting or transmitting on social media:

\* Think before you post or transmit.

\* Assume anything that you post or transmit on social media can be made public.

\* An electronic post or transmission is a digital tattoo and there is currently no laser to remove it.

\* Employers often search social media to learn more about you prior to interviews or offers of employment.

The following rules apply to all counselors-in-training in the Counselor Education Program at the University of North Alabama:

\* Do not “friend” a client or a P – 12 student on social media.

\* Do not identify your practicum/internship site.

\* Read and follow the relevant policies of your practicum/internship site.

\* Do not post or transmit anything about your work with clients/students.

\* Do not post anything about your experience or feelings that pertain to working with clients/students.

As social media evolve, it is difficult to predict the latest problem that will arise. Therefore, when you have a question related to social media, consult with faculty and/or supervisors.

**Electronic Devices**

Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission of the instructor must be obtained prior to class in these situations.

**Emergency Procedures**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

* Assist persons with physical disabilities, if needed.
* Do not use the elevators.
* Time permitting, close all doors and windows.
* Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**Course Schedule & Course Content:**

Date Topic Chapter

1/16 University Holiday—Dr. Martin Luther King, Jr. Day

1/23 Introduction and handouts

1/30 Ingredients of Successful Helping 1

 What is helping

The uncertainties inherent in helping

2/6 The Helping Relationship 2

 Values that drive the helping relationship

 Respect, empathy, diversity, client responsibility

 A bias for action; self care

2/13 Empathic Presence 3

 Communication skills

 Tuning in

 Active listening

2/20 Empathic Responding 4 & 5

 Perceptiveness, know-how & assertiveness

 Responding with empathy

 The Art of Probing & Summarizing Providing focus & direction

 Developing proficiency in communication skills

2/27Facilitating Client Self-Challenge 6 Challenging blind spots

 Moving to new perspectives

 **Tape #1 due**

3/6 Helper Self-Challenge 7

 Reluctance & resistance

 Negotiation in challenge

3/13 **Midterm Exam**

3/20 The Problem-Management Process 8

 Stages of change

 Eclecticism

 Ongoing evaluation

3/27 Spring Holidays—University Closed

4/3 Helping Clients Tell Their Stories & Getting the Real Story 9 & 10

 Reframing, assessment

Moving into action

 Immediacy

 Making the right choices

 **Tape #2 due**

4/10 Designing Problem-Managing Goals 11

 The role of hope

 Possibilities for a better future

4/17Goals, Outcomes, Impact, & Commitment 12

 The power of goal setting

 From possibilities to choices

 Emerging goals

 Committing to a better future

 **Book Reflection due**

4/24 Planning the Way Forward 13

 Developing strategies

 Choosing best-fit strategies

 Formulating viable plans

5/1 Making It All Happen 14

 Moving from planning to action

 Social support

 Resilience

 Getting along without a helper

 **Tape #3 due**

5/8 **Final Exam**

***This schedule should be considered a tentative outline for the course and subject to change.***



**UNIVERSITY OF NORTH ALABAMA**

**COLLEGE OF EDUCATION and**

**HUMAN SCIENCES**

 **CONCEPTUAL FRAMEWORK**

***“Engaging Learners,***

 ***Inspiring Leaders,***

 ***Transforming Lives”***

The Conceptual Framework represents a shared vision for preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability in the context of a global community. The Conceptual Framework aligns with the University of North Alabama’s institutional mission of *“engaging in teaching, research, and service in order to provide educational opportunities for students, and environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community.”*

The Conceptual Framework reflects current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education and Human Sciences prepares ***Knowledgeable Practicing Professionals*** who:

1. Have content and pedagogical knowledge and abilities demonstrating professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to evaluate student performance use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness and global perspectives of teaching and learning;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education and Human Sciences are knowledgeable practicing professionals who are prepared for the opportunities and challenges of the P-12 environment with a commitment to helping students achieve and excel in the classroom and beyond.

 Revised November, 2016

I have received a copy of the syllabus for **CHD 602.** I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

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Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_