Course Syllabus

RHAB 3000

Microcounseling

Fall 2012

**Instructor:** Professor Heller Garland, MS, LCDC

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**Office Hours:** Wednesday 11:00 AM—1:00 PM

Other times by appointment & after class

**Time & Place:** Tuesday & Thursday 12:30 – 1:50 PM, Chilton Hall 270

 Course dates: August 30 – Week of December 10, 2012

*The Department of Rehabilitation, Social Work, and Addictions is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.*

*If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.*

*Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.*

**Course Description:**

 This course will address microcounseling skills and case presentation. Students learn and

practice specific interpersonal communication and microcounseling skills related to human

service delivery. Satisfies a portion of the Understanding the Human Community

requirement of the University Core Curriculum.

**Course Objectives**

Upon completion of this course, the student should be able to:

1. Understand and explain the concept of interviewing and microcounseling in rehabilitation and human services.
2. Understand and be able to identify essential communication skills that are a part of the interviewing or microcounseling process.
3. Understand and explain the core ethical principles relevant to the helping professions.
4. Learn about multiple multicultural identities such as race, ethnicity, gender, disability, sexuality, spirituality, and socioeconomic status as they interact in the counseling process.
5. Understand and explain personal accountability concepts involved in the practice of

 multiculturally-sensitive interpersonal communication in the human services, including

 professional ethics, scope of practice, confidentiality, professional disclosure.

1. Demonstrate competency in listening skills required for entry-leveling helping professionals.
2. Demonstrate effective responding skills (e.g., minimal encouragers, questioning, paraphrases, reflection of feeling) that effectively communicate understanding of a problem situation.
3. Communicate accurate empathy, unconditional regard, and genuineness with another individual.
4. Demonstrate communication skills necessary to assist another individual in identifying, clarifying, and operationalizing a personal problem situation using a brief, solution-focused approach.
5. Demonstrate ability to use a cognitive behavioral approach to assist in changing a pattern of dysfunctional thinking and behaviors in response to a stressful situation.
6. Demonstrate the ability to plan, organize, prepare, and present an oral presentation on utilizing coping skills in a particular area of trauma or psychosocial distress.
7. Demonstrate ability to plan, organize, and write a comprehensive and thoughtfully written self-reflection paper on why the student “fits” into a rehabilitation/human service career, and in what ways various psychosocial factors, such as the student’s strengths, limitations, values, needs, culture, and experiences, may influence his or her work in human services and in helping relationships.
8. Demonstrate competence at consciously reducing experience of stress through utilization of self-regulation skills.

**Required Texts**.

DeJong, P., & Berg, I. K. (2013). *Interviewing for Solutions* (4th Ed.). Australia: Thompson

Brooks/Cole.

\*\*Other articles/readings may be assigned and will be available in the Blackboard Course site.

**Inclement Weather**

 In the event of inclement weather that requires the university to close course materials will be posted to Blackboard.

**Academic Integrity & Other Policies**

1. Each student in this course is expected to abide by the University of North Texas Code of **Academic Integrity**. Any work submitted by a student in this course for academic credit will be the student's own work. Cheating, dishonesty and lack of integrity will not be tolerated.
2. **Professional demeanor** is expected at all times. Disruptive behavior, such as chronic tardiness, newspaper reading or carrying on conversations, is not tolerated.
3. **Cell phones, Ipods & Other electronic communication devices** may not be used at any time, in any way during class. This means students may not receive or send text messages in class. Cell phones are thus not to be handled or displayed during class. Handling a cell phone will be interpreted as use. Failure to abide by this policy will result in up to 5 points being deducted from the student’s grade at the discretion of the instructor and without notice. Because this class does require posting to Facebook, as directed, you will be informed at such time that is required in class.
4. **Laptop/notebook computers** are often distracting to other students. Those wishing to use such devices must sit in either the very back row of the class or the extreme front row farthest from the door. These devices may be used ONLY for taking notes in class. Any other use of such a device (e.g., reading material from other courses, web surfing, checking email) will result in the student’s loss of the privilege to use the device for the duration of the semester.
5. All work turned in may be retained by the instructor during the semester. All work will be returned by the final day of class.
6. **Grades** are revealed and discussed in person only under laws protecting student confidentiality. Please make an appointment to discuss such issues.
7. **Incompletes** (I's) can be given only if a student is "unable to complete their academic responsibilities" for medical (disease or injury) or legal reasons (jury duty, U.S. military service) or other "extraordinary” reasons for a significant period of time that can be documented in writing on letterhead with a verifiable signature. The university requires that 70% of the class be completed before an Incomplete can be considered.
8. **Make-up work** ***requires written documentation*** of the circumstances that led to an inability to complete the assignment. Any assignments turned in late will be deducted 10 points for each day they are late. Late work will only be accepted through the third late day and no assignments will be graded past that time. This includes turning items in via email or Blackboard that are not turned in properly.
9. **Diversity Policy**: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders or other ascribed statuses cannot be tolerated.
10. **Confidentiality Policy**: Some students may choose to share personal information regarding themselves, family, or friends. Therefore, all students are to keep what is said in the classroom in strict confidence and respect the feelings and beliefs of other class members.
11. **Grades** will follow UNT standards. Late work will be deducted 10 points per day. As stated above, no late work will be accepted after three days or without proper documentation. Late work is defined as any work turned in after the close of class, the day it is due. If a quiz is missed, it is the student’s responsibility to collaborate with the instructor regarding a date and time for a make-up quiz. In order to make up a quiz you must provide a note from a doctor or other sufficient documentation of the absence. Please discuss any difficulties with the Instructor before you drop the course. Grades will be reported on a point system. The total points will determine your class letter grade.
12. **Preparation:** Please prepare for class by reading the material in advance, be prepared to ask questions and discuss topics in class. This includes all posts to Blackboard.
13. **Writing**: All assignments and papers must be typed or word-processed. Please use the Times New Roman font with a size of 12. Also please double-space your work. Assignments and reports that do not conform to these standards will be returned to the student for corrections and graded as late. When completing work by hand, such as quizzes, you are required to use blue or black ink.
14. **Coversheets**: Use the attached coversheet for all items turned in.

**Course Evaluation**

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| **Quizzes**  | **50 points** |
| **Class Presentations** | **150 points** |
| **Recorded Interview** | **100 points** |
| **Self-reflection Paper** | **75 points** |
| **Attendance & Participation** | **52 points (2 per day)** |

427 – 387 A

386 – 346 B

345 – 305 C

304 – 264 D

**Course Requirements**

***Quizzes (50 pts)***

There will be 5 quizzes covering the assigned readings for the **current chapters being discussed**, as well as class handouts and lecture information related. These quizzes will consist of multiple choice, true/false, matching***. NO MAKE-UP QUIZZES*** will be given without written correspondence by the student to the instructor and appropriate documentation of the absence (see **Grades** on previous page).

***Class Presentation* (150 pts)**

You will prepare and deliver a case presentation covering one of the topics given during the first week of the course. The presentation must consist of a PowerPoint and an in-class demonstration. This is to fulfill part of the university communication requirement.

Each case report/presentation will include:

1. Background information on the challenge (or trauma, or distress) being experienced such as how common does it occur, how is the challenge/trauma/distress defined, what are the incidence rates. You may need to do some research using other sources to complete this portion of the assignment.
2. Are there any assessment tools used by helping professionals to diagnose type and severity of the challenge/trauma? How is treatment progress measured?
3. Demonstrate what a normal course of treatment is in overcoming the obstacles around this life challenge. What was or is used to facilitate growth and overcome the obstacles presented?
4. #2 and #3 above can be accomplished by presenting a thorough case study. This can be a real case that respects the person’s confidentiality or a fictitious case. A good case study gives the background, history, types of treatments already tried, presenting problem, assessments used, initial goals, progress, treatment, and conclusion. This case study can be presented in many different ways such as demonstrating a succession of counseling sessions, a video tape, a PowerPoint format or in many different ways…be creative.
5. Create 3 multiple-choice questions that will challenge your peers to think about the material you presented. These must be multiple-choice **(not true and false)**. In addition to the correct response, try to select two plausible, but not correct alternatives. Try to focus on the main points you want your classmates to remember. Incorporate the three questions as your final three slides in your presentation.
6. You are to submit your PowerPoint ***via Blackboard or Email 2 days prior to*** the date shown on the course schedule. It will be uploaded to Blackboard for your classmates to access. You are responsible for knowing how to set up and run the PowerPoint program on the classroom equipment.
7. Save your PowerPoint presentation by your **last name** prior to sending it to your instructor. On the first slide of your presentation put your first and last name. Do not use your nickname. Use the name the University has you enrolled under. This is the name on the Blackboard grade book.
8. Failure to follow rules six and seven can result in up to a 25-point deduction from your overall grade on this assignment.

Each student is required to deliver a substantial portion of the report orally to the class. **Presentations should not exceed 15 minutes**. See Course Schedule for presentation dates.

***Recorded Interview Analyses (100 points)***

The purpose of the triad is to provide you with the opportunity to take on the role of

client/therapist/observer as you practice the integration of counseling and communication

skills. Each role is important in your learning experience, requiring you to continuously

process, challenge, reflect, and practice each advancing clinical skill within each role.

This may take you out of your comfort zone and requires you to embrace your additional

role of learner. The Triad Assessment Papers (read below), provide you the opportunity

to reflect upon your experience and process the application of skills. Some of the ideal characteristics of each role include:

* *Counselor:* This role calls for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy and congruence; engagement with the process, person and task; willingness to take risks in the spirit of learning; and acceptance of positive feedback and constructive criticism.
* *Client:* A student in this role should exhibit genuineness, openness and a present orientation. In the role of client, students are asked to draw upon real life experiences, the content of which is totally within the student’s discretion. Students should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. Students may also choose to role play the part of “client”, with the understanding that such simulation may detract from the realism

 and quality of the learning experience. Also in this role, students will be expected to

 provide feedback to the individual in the “counselor” role.

* *Observer***:** This role calls for close attention to the process occurring between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for a development of the ability to give constructive feedback. The person in this role will take notes and complete an observation form to be used as feedback for the Counselor.

Development of target skills will be assessed through triad interviews. Each of the interviews will be recorded for your independent review and critique; therefore, **you will need to provide some type of recording device** (e.g., microcassettes, digital). The tapes will offer an excellent opportunity for self-evaluation in refining skills.

The interviews will be approximately 10 minutes in length, recorded, and conducted with a fellow classmate. More specific instructions will be provided in class, but in general, you will conduct the interview, transcribe the dialogue, label the dialogue according to the skills used (Microcounseling skills), critique your interviewing skills using the Self-Assessment identifying how you might improve, consider the following example:

Client: I am really sad that I lost my wallet and pretty angry at my roommate too.

Therapist: You sound really upset now.

Client: Yeah, it’s just that I am feeling so much stress right now and this has to go and happen too. Nothing ever turns out right.

Therapist: So did you talk to your roommate about it?

Better Response: It seems like there is more going on here, than just losing your wallet. You sound really stressed out.

***Self-reflection paper (75 points)***

The submission should also include a 2-page self-reflection paper that focuses on the following questions:

1. What have you learned during this course about your major strengths and weaknesses that you should be aware of in your profession or field of your choice? How will these strengths help you in the career you are planning?
2. What do you believe to be your strengths in listening, attending,
3. What makes you believe you can be effective in working with other people?
4. How have you grown as a person during this course (consider the questions posed at the first class).
5. Use attached coversheet.

***Attendance & Positive Participation (52 / 2 points per day)***

You must attend class to receive attendance credit. Participation points are considered for the quality, not quantity, of your participation. During class sessions there will also be appropriate times for critique and feedback of interviewing skills. Giving and receiving feedback and critique from your instructor and peers will be evaluated as participation.

You will be asked to **join the CLOSED Facebook group: Conscious Living at** [**https://www.facebook.com/groups/385448321522524/?ref=ts**](https://www.facebook.com/groups/385448321522524/?ref=ts) (anonymously or using your actual name) to interact out of class and in some in class activities. If you decide to use an anonymous or fictitious name you will need to let the instructor know the name by the second meeting.

**Tips**

1. Check Blackboard frequently. Almost every question you have about class can be answered through looking at the syllabus, correspondence, links, supplemental information, and slides posted.
2. Send messages through Blackboard.
3. If using my UNT email (Paula.heller-garland@unt.edu) use a UNT email address. Yahoo, Gmail, Hotmail, etc. does not always get through.
4. Assignments submitted electronically not received on time are your responsibility. (for example: if an assignment is due on March 5 by midnight and you send an email that DOES NOT contain an attachment, it is not considered received.)
5. If you want to ensure the delivery of your electronic work, in addition to an attachment, it would be a wise decision to also include the work in the body of the email for extra precaution.
6. If you miss class or frequently arrive late, please ask your classmates after class or during a break what you missed. It is not conducive to class time for those students who do attend and arrive on time to have information repeated for your convenience.
7. Do not ask the last week or two of class if there are any assignments you can make up or if there is extra credit you may receive. Every point possible is listed in the syllabus. You have the opportunity from the first day of class to earn an A. The outcome is up to you.
8. Attend class.
9. Remain open to feedback.

University of North Texas

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MicroCounseling

Spring 2012

Professor Paula Heller-Garland

Student Name

Paper Title