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|  |  | Online |
| RHAB 3000  RHAB 3000 Micro-Counseling |  | Instructor: Paula Heller Garland E-Mail: paula.heller-garland@unt.edu Phone: (940) 369-5186 Office: Chilton Hall, Suite 218 |
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**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

*The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.*

*For additional information see the Office of Disability Accommodation website at* [*http://www.unt.edu/oda*](http://www.unt.edu/oda)*. You may also contact them by phone at 940.565.4323.*

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| **Overview** This course will address micro-counseling skills and case presentation. Students learn and practice specific interpersonal communication and micro-counseling skills related to human service delivery. Satisfies a portion of the Understanding the Human Community requirement of the University Core Curriculum. **Objectives** Upon completion of this course, the student should be able to:   1. Understand and explain the concept of interviewing and micro-counseling in rehabilitation and human services. 2. Understand and be able to identify essential communication skills that are a part of the interviewing or micro-counseling 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 multi-culturally-sensitive interpersonal communication in the human services, including professional ethics, scope of practice, confidentiality, & professional disclosure. 6. Demonstrate competency in listening skills required for entry-leveling helping professionals. 7. Demonstrate effective responding skills (e.g., minimal encouragers, questioning, paraphrases, reflection of feeling) that effectively communicate understanding of a problem situation. 8. Communicate accurate empathy, unconditional regard, and genuineness with another individual. 9. Demonstrate communication skills necessary to assist another individual in identifying, clarifying, and operationalizing a personal problem situation using a brief, solution-focused approach. 10. 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. 11. 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. 12. Demonstrate ability to plan, organize, and write a comprehensive and thoughtfully written self-reflection 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. 13. Demonstrate competence at consciously reducing experience of stress through utilization of self-regulation skills.  **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, plagiarism, and lack of integrity will not be tolerated. 2. Professional demeanor is expected at all times. Disruptive behavior is not tolerated. 3. **Work** must be submitted through the Blackboard. Work submitted in any other form will not be accepted.      1. **Grades *Late work will be deducted 10% per day for up to three days*. No late work will be accepted after three days or without proper documentation. Late work is defined as any work turned in after midnight, 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.** 2. **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. 3. **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% 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. 4. **Diversity Policy**: This course is designed to help you think “outside the box” and view things in ways you may not have before. 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. 5. **Preparation:** Please prepare for class by reading the material in advance. This includes all electronic material. 6. **Writing**: All assignments and papers must be typed or word-processed. Please use the Times New Roman font with a size of 12. When posting DQ’s and responses to your fellow classmates, you are required to use appropriate grammar, punctuation and language. Do not type in text-speak. This is a class, not a text message. Please use spell-check. 7. **Contact**: Please use my UNT email or Blackboard message to reach me for the quickest response. All assignments must be submitted through Blackboard. 8. **Technical Difficulty: Should you encounter technical difficulty during this course, 1) Contact Technical Support for resolution. 2) Obtain a ticket number for your issue. 3) Send the ticket number via email to your professor if the issue prevents you from submitting coursework.** 9. **Work Depth**: Because this is an online course the depth of your work relies on written communication. When posting on the Discussion Boards it is important to provide at least two, well-constructed paragraphs. In response to your fellow classmates, be thoughtful and provide more depth than simple agreement.  **Evaluation**  |  |  | | --- | --- | | **Discussion Questions (DQ’s)** | **90 points** | | **Interview** | **50 points** | | **Final Reflection** | **50 points** | | **Interview Development** | **45 points** | | **Quizzes** | **30 points** | | **Video Review** | **25 points** | | **Facebook Page and Group** | **10 points** |  |  |  | | --- | --- | | A | 254 - 300 | | B | 203 - 253 | | C | 152 - 202 | | D | 101 - 151 | | F | 0 - 100 | |  | **Materials**  * Garland, P. (2013). *Living in Consciousness.* Debuque: Kendall Hunt * Blackboard Learn * Other readings/videos/   slides will be available on the Blackboard Course site. |