**UNIVERSITY OF NORTH TEXAS**

**COUNSELING PROGRAM**

**COUN3620.002 – PRINCIPLES OF COUNSELING II**

**SPRING 2014**

**Teaching Intern:** Yi-Ju Cheng, M.Ed., LPC-Intern, NCC

**Email:**  [YiJu.Cheng@unt.edu](mailto:YiJu.Cheng@unt.edu) (Best way to reach me)

**Office Hours:** By appointment only

**Class Meetings:** MWF, 11:00-11:50 AM, Matthews Hall – RM 115

**Supervising Instructor:** Lisa Schulz, Ph.D., LPC-S, LPSC, NCC

**Office:**  Welch St. Complex #2

**Email:**  lisa.schulz@unt.edu

**Office Phone:** 940.565.2913

## Course Description

This course will include an integrated overview of counseling services through personal self-exploration by the counseling associate. The focus of this course is on the understanding of interpersonal dynamics through self-awareness. Prerequisite: COUN 2610 or permission.

## Course Objectives

Upon successful completion of this course, students will be able to:

1. Demonstrate intrapersonal and interpersonal communication skills that are necessary for initiating and sustaining effective relationships;
2. Discuss the relationship between self-awareness and counselor efficacy;
3. Discuss characteristics and enact skills of effective helpers including the ability to appropriately: a) engage in self-disclosure, b) develop trust, c) recognize and express feelings, d) listen to others, e) resolve conflicts, f) manage difficult feelings, and g) build relationships with diverse individuals;
4. Explain how clients benefit from developing the interpersonal and self-actualizing skills listed above and the benefit of making contact with someone who has developed these skills;
5. Discuss some ethical issues in personal and professional relationships;
6. Demonstrate an enhanced ability to understand and appreciate the needs and views of diverse populations.

**Methods of Instruction**

This integrative, discussion-based course is designed to be highly interactive, and students will be invited to participate in numerous ways. Class readings will be supplemented with classroom lectures, written and experiential activities, discussions, videos, guest speakers, and student presentations. Please see the instructor as soon as possible if you have special needs or problems with any aspect of this course. If at any time you find it difficult to utilize our time together for your benefit, I invite you to discuss it with me so that we can improve the experience and make it worth our effort and time together.

***CAUTION:*** *This course’s discussions, exercises, and activities, may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk to the instructor. As always, the counseling department offers counseling services to counseling students through its Counseling and Human Development Center in Welch St. Complex #2. If you feel it would be helpful, you can contact them for an appointment at 940.565.2970.*

### Required Texts

Yalom, I. D. (2002). The gift of therapy. New York, NY: Harper Collins.

Rogers, C. R. (1961). On becoming a person. New York, NY: Houghton Mifflin.

**REQUIREMENTS, EVALUATION, & GRADING SCALE**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Weight** | **Date(s)** |
| Class Participation | 10 – 10% | On-going |
| Quizzes | 10 – 10% | Weekly\* |
| Listening Exercises | 5 – 5% | On-going |
| Learning Assignment | 5 – 5% | 01/15 |
| Midterm Exam | 15 – 15% | 03/07 (Blackboard) |
| Final Exam | 15 – 15% | 05/05 (Blackboard) |
| Personal Project | 20 – 20% | You decide (by 04/30) |
| Presentation | 20 – 20% | 04/16 - 04/30 |

Grading: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; < 60 = F

### Student Performance Evaluation Criteria

**Class Participation (10 points).** This class will be an enriching and rewarding learning experience if you participate actively. I ask that you come to class prepared by having read and reflected on the reading assignments and having completed the workbook exercises. Additional reading assignments not included on the syllabus may be assigned throughout the semester and provided by the instructor. Students will be expected to have read all assigned reading. Class participation points are determined by attendance, punctuality, participation in class discussions, and in-class exercises. **Assessment is on-going**.

**Learning Assignment (5 points).** Students will write about ways they feel they learn best and what they hope to gain from this course. The assignment can be written in any form, bullet points, etc.; but must be written in complete thoughts. Details will be provided.

**Quizzes (10 X 1 point = 10 points). Every Monday** you will be quizzed on the readings, class discussion, and activities from the previous week. Each quiz will be worth 5 points; quiz items will be in multiple-choice, true/false, and short-answer formats. There will be **5** questions on each quiz. *\*There will NOT be a quiz on the weeks of: 1/20, 3/10, 3/17, 4/21, 4/28, 5/5.*

**Midterm and Final Exams (15 points X 2 = 30 points).** Students will be having take-home exams over the materials discussed in class and readings. Exams will be posted on Blackboard.

**Listening Exercises & Self-reflection Paper (2.5 points X 2 = 5 points).** Throughout the semester, the instructor will split students into dyads and triads to practice their listening skills. Students will take turns talking and listening. Students will be asked to focus on reflecting awareness of self and of the partner gained through the exercise. Two reflection papers need to be turned in to receive credit. Details will be provided.

**Personal Project (20 points).** Each student will construct a personal project that represents their self-awareness on some or all of the following: growth and learning throughout the semester, identified areas for continued growth, ability to listen, ability to be heard, obstacles to listening, obstacles to being heard, and how self-awareness and listening will contribute to future career goals, etc. Students may choose what format this project will take, bearing in mind that they will present the final product or a less emotional version to the class. Students must receive approval from the instructor on the format and focus of the project. Details will be provided.

**Presentation (20 points).** Students will present their personal project to the class in whatever format they choose for approximately 10 – 15 minutes. Because of its highly personal nature, students may choose to present a less emotional or personal version of their project. For example, if a student chooses to create a family genogram, he or she might only present the family history that is less intimate or emotionally evocative. Alternative presentation formats will be discussed for those with extreme anxiety related to public speaking. Students must receive approval from the instructor on the format and focus of the project. Details will be provided.

**Important Policies**

**Attendance**

Students will gain the most from this class by being present and participating fully in all classes and assignments. *Students may miss up to* ***3*** *classes during this semester* ***without*** *consequence. Additional absences will result in the following:* ***4*** *absences (****1/2*** *letter grade reduction in final grade),* ***5*** *absences (****1*** *letter grade reduction in final grade),* ***6*** *absences (****2*** *letter grade reduction in final grade). Students who have more than* ***6*** *absences will receive a WF (withdraw-fail) for nonattendance.*

The above policy is intended to allow for reasonable accommodation in case of illness, family emergencies, or car problems. Individuals who choose to use non-penalized absences for other situations risk not having allowable absences available when needed. Accommodations will only be made in situations in which all absences are severe, extenuating, and documented. Students are responsible for signing the daily roster. Students are responsible for ALL material and assignments covered on days they are absent. In the event of an absence, please contact a classmate to get pertinent class notes, handouts, etc.

**Due dates and deadlines**

Students are responsible for submitting assignments/exams on or before the date indicated on the syllabus. Assignments will be considered late if not received by class on the date expected. In fairness to students who meet the deadlines, one point will be deducted for each calendar day that the assignment is late. You may turn in assignments up to 7 days late and still receive credit. ***Instructor will not accept papers more than ONE week overdue.*** Please share any obstacles that might prevent you from submitting an assignment on time with the instructor prior to the due date***.***

**Arriving late/leaving early**

Class will begin promptly at the scheduled time and end at the scheduled time. Late arrivals and early departures will count as 1/2 absences. Please notify the instructor in advance if you have the need to arrive late/leave early.

**Observation of Religious Holidays**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Blackboard**

We will be using Blackboard as a course management tool this semester. Students may access the course using their EUID and password via <http://ecampus.unt.edu> or links on <http://my.unt.edu> Once within Blackboard, students will be able to view announcements, download and print copies of materials, access assigned readings, and submit homework.

Electronic communication devices

Texting during class can be very distracting to the teacher and classmates. Please turn off electronic communication devices before class and keep them off during class. If you need to make an emergency phone call, please quietly excuse yourself from the class to do so.

**Classroom and clinic conduct**

Due to the nature of this course, we will be covering sensitive information at times. Students are expected to display professional conduct at all times during class and clinic experiences. This means that students are expected to treat personal information with respect, sensitivity, and integrity. The class may meet in a Counseling Program clinic during the semester. While in the clinic, you are expected to follow clinic policies regarding equipment and refrain from talking in the hallways or entering rooms without permission; such behaviors are disruptive to those seeking counseling at this center. Students who choose to engage in disrespectful and/or disruptive behaviors may be asked to leave. Those who are asked to leave will be considered absent for the day and will attend an individual meeting with the course instructor.

SETE

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

Academic Integrity and Academic Misconduct

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: <http://vpaa.unt.edu/academic-integrity.htm>.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

Disability Accommodation

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](https://webmail.unt.edu/OWA/redir.aspx?C=YUGO8pbq1EOOALhrfxCQqwybdgkkl88IAc8VFxSJdhTz5mYzMQ-8uOZ0tdH1iTZ3RxgThOO2UN4.&URL=http%3a%2f%2fwww.unt.edu%2foda). You may also contact them by phone at 940.565.4323

Student Behavior in the Classroom

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 Center for Student Rights and Responsibilities 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, and field trips. The Code of Student Conduct can be found at: [www.unt.edu/csrr](http://www.unt.edu/csrr).

**TENTATIVE SCHEDULE OF EVENTS**

| **Week** | **Date** | **Reading/Assignments Due** | **TOPICS/FOCI** |
| --- | --- | --- | --- |
| 1 | 01/13 | n/a | Introductions, syllabus/orientation to course  Establish a safe learning environment  Myself in interpersonal relationships |
| 01/15 | **Learning Assignment due** |
| 01/17 | Rogers, Chapter 1 |
| 2 | 01/20 | MLK Day, no class ☺ | Myself in interpersonal relationships  Personal growth |
| 01/22 | Yalom Chapters1, 2, 3, & 37 |
| 01/24 | Rogers, Chapter 2; Yalom Chapters 12 & 84 |
| 3 | 01/27 | Yalom, Chapters6, 7, 8, & 55;  **Quiz 1** | Empathy |
| 01/29 | Rogers, Chapter 3 |
| 01/31 | No class ☺ |
| 4 | 02/03 | Rogers, Chapter 6; **Quiz 2** | Being Real/Being Oneself |
| 02/05 | Yalom, Chapters 25 |
| 02/07 | n/a |
| 5 | 02/10 | Rogers, Chapter 5; **Quiz 3** | Being in the Here-and-Now |
| 02/12 | Yalom, Chapters 14-22 |
| 02/14 | n/a |
| 6 | 02/17 | Rogers, Chapter 7 (p. 125-139); **Quiz 4** | Therapy process  *Listening exercise* |
| 02/19 | Rogers, Chapter 7 (p. 139-159) |
| 02/21 | n/a |
| 7 | 02/24 | Yalom, Chapters 9, 10, 11, & 13; **Quiz 5** | Congruence  Acceptance |
| 02/26 | Rogers, Chapter 18 |
| 02/28 | **Listening Exercise Self-reflection Paper 1 due** |
| 8 | 03/03 | Yalom, Chapters 37-40; **Quiz 7** | Getting and giving feedback  Midterm exam due by 03/07 11:59 PM |
| 03/05 | Rogers, Chapter 17 |
| 03/07 | **Midterm exam – Blackboard** (No class ☺) |
| 9 | 03/10 | Spring break, no class☺ | Enjoy your break! |
| 03/12 |
| 03/14 |
| 10 | 03/17 | Fromm, “Is love an art?” | Love in relationships |
| 03/19 | Fromm, “Love between parent and child,” “Brotherly love,” “Motherly love,” & “Self-love” |
| 03/21 | n/a |
| 11 | 03/24 | Handout (will be provided); **Quiz 8** | Conflict resolution |
| 03/26 | Handout (will be provided) |
| 03/28 | No class☺ |
| 12 | 03/31 | No class ☺ | Ethics  *Listening exercise* |
| 04/02 | Yalom, Chapters 63-68 |
| 04/04 | n/a |
| 13 | 04/07 | Handout (will be provided); **Quiz 9** | Ethics & Diversity |
| 04/09 | Handout (will be provided) |
| 04/11 | **Listening Exercise Self-reflection Paper 2 due** |
| 14 | 04/14 | **Quiz 10** | Presentations |
| 04/16 | **Presentations** |
| 04/18 | **Presentations** |
| 15 | 04/21 | **Presentations** | Presentations |
| 04/23 | **Presentations** |
| 04/25 | **Presentations** |
|  |  |  |  |
| 16 | 04/28 | **Presentations** | Presentations  Closing |
| 04/30 | **Presentations & Class celebration** |
| 05/02 | Reading day, no class☺ |
| 17 | 05/05 | **Final exam – Blackboard** | Final exam due on 05/07 12:00 PM |
| 05/07 | Finals Week, no class☺ |
| 05/09 | Finals Week, no Class ☺ |

**Note:** Dates on the calendar are subject to change depending on class needs and scheduling conflicts.

**COUN 3620.002 Principles of Counseling II**

**Assignment Addendum**

**Spring 2014**

**Yi-Ju Cheng**

Assignments:

Learning Assignment

Listening Exercise Self-reflection Papers

Personal Project & Presentation

**Learning Assignment (5 %)**

**Due:** 01/15, in class

**Submission:** Hard copy

Students will write about 1) ways they feel they learn best, 2) what they hope to gain from this course, and maybe 3) what they may concern/worry about taking and learning in this course (if any). The assignment can be written in any form, bullet points, etc.; but MUST be written in complete thoughts.

**Length:** No more than one page, 12pt Times New Roman font

**Style:** First-person narrative

**Listening Exercise Self-reflection Papers** **(5 %)**

**Due:** Listening Exercise Self-reflection Paper 1 – 02/28/14 (2.5 %)

Listening Exercise Self-reflection Paper 2 – 04/11/14 (2.5 %)

**Submission:** Blackboard Learn

Students will submit a reflection paper based on the listening exercise in class. The focus of the report will be on:

1. Reflection on your own reactions/thoughts/feelings DURING the experience of exercise. For example, what were you feeling and thinking at the beginning, during the process, and at the end of the exercise? When your partner was talking, were you able to focus? What are your reactions to your partner’s sharing? Did your partner’s sharing remind you of something? If yes, what were your immediate thoughts and how did these might affect your response and yourself at that time? ...etc.
2. Identify your strengths and areas for growth regarding listening skills.

**Length**: 1-2 pages, double-spaced, 12 pt Times New Roman font

**Style**: First-person narrative

**Evaluation**: Students will be evaluated on the following criteria:

1. Appropriate grammar, spelling, flow, writing style.
2. Detailed and in depth reflection of student’s experience and self-awareness gained.

**Personal Project & Presentation (40 %)**

**Due:** Personal Project – You decide, but HAS to be turned in PRIOR to your presentation day (20%)

Presentation – TBD (20%)

**Submission:** Turn in to the instructor & in-class presentation

**Part I – Personal Project**

Students will construct a personal project that helps communicate their awareness of themselves and of their personal growth. The questions to ponder include but are not limited to:

1. How did you become who you are right now?
2. How does where you are from influence who you are? This might include religion, region, ethnicity, SES, etc.
3. What are your personality traits? How do these traits influence your relationships with others?
4. What are some of the values/beliefs that you perceive as important? Where did you adopt/learn/gain these values/beliefs? How do these values/beliefs impact you and your relationships with others?
5. What makes you unique?
6. What are your strengths? What are some of the things you would like to improve/change about yourself?
7. What are some things you admire in others? In yourself?
8. If there is one thing you can change, what would it be and why?
9. How have you grown as a person? What have facilitated these growths in you?
10. What are your goals?
11. How have you, or haven’t you developed empathy, acceptance (of yourself and of others), congruence, ect.?
12. Can you always being real/yourself in front of people? Why or why not?
13. What does love mean to you? Self-love or any other forms of love?
14. What role do you think self-awareness plays in your life?

**Length:** N/A

**Style**: Students may choose what format this project will take, bearing in mind that they will present the final product or a less emotional version to the class. Please note that creativity is NOT the evaluation criteria for this assignment. \****Students must receive approval from the instructor on the format and focus of the project PRIOR to working on the project. Student may either email or talk to the instructor to receive approval.***

**Evaluation**: Self-evaluation

**Part II - Presentation**

Students will present their personal project to the class in whatever format they choose for approximately **10 – 15** minutes. Because of its highly personal nature, students may choose to present a less emotional or personal version of their project. For example, if a student chooses to create a family genogram, he or she might only present the family history that is less intimate or emotionally evocative.

**Style:** \****Students must receive approval from the instructor on the format and focus of the project PRIOR to the presentation day. Student may either email or talk to the instructor to receive approval.***

**Evaluation**: N/A