

Online Syllabus

Introduction to Counseling and Psychoeducation (EPSY 3333)

Course Information

Course Title: Introduction to Counseling and Psychoeducation

Credits: 3

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* The best method for contacting the instructor is by telephone. Once your course begins, use Husky CT mail instead of email.

The developer of this course is Dr. James O'Neil, Professor of Educational Psychology and Family Studies at the University of Connecticut.

Course Description

Principles of professional counseling including therapeutic processes, roles, and skills. How counselors help people solve problems is explored and student's psychological growth and development is facilitated through psychological education.

Course Goals

By the end of the course, students will be able to:

1. Identify the objectives of the course.
2. Define psychoeducation.
3. Identify areas of your potential psychological growth and change from the course.
4. Describe the course expectancies.
5. Discuss how to succeed in the course.
6. Discuss the three perspectives on the course content.
7. Define and list the major defense mechanisms.
8. Define counseling.
9. Define counseling as problem solving.
10. Identify the goals of counseling.
11. Describe the different kinds of mental health professionals.
12. Discuss counseling as working with people's pain.
13. Identify the four phases of working with human pain.
14. Describe the criteria for psychological health.

15. To know the history of the counseling profession
16. To enumerate the different needs for counseling services
17. Describe the major concepts related to stress, hurt, pain, abuse, loss, trauma, and attachment.
18. Identify ways of being hurt, but not knowing why.
19. Identify the common sources of emotional stress.
20. Assess your own past or present sources of emotional pain.
21. Describe the problems that people have that may require counseling and psychotherapy.
22. Identify a societal context for counseling.
23. Describe America's most significant emotional/psychological problem.
24. Define psychological violence.
25. Assess psychological violence in your life.
26. To identify the developmental concepts and theories relevant to counseling
27. Recognize the importance of the stages of life as they relate to counseling.
28. Define transitions across the lifespan.
29. Recognize the five phases of the gender role journey
30. Recognize why hurt and pain can last so long.
31. Recognize the importance of human needs.
32. Define negative core beliefs.
33. Recognize what happens when emotions are not expressed.
34. Describe how families promote accommodation, self expression, and shame.
35. Discuss the implications of becoming emotionally healthy.
36. Discuss your reactions to the wounded person cycle.
37. Explain the reasons for holding on to anger, pain, and loss using the wounded person cycle.
38. Describe a context for forgiveness internationally, nationally, and personally.
39. Define forgiveness.
40. Enumerate what keeps people from forgiving.
41. Enumerate positive personality characteristics promoting forgiveness.
42. Name the phases of forgiving.
43. Recognize the process of forgiveness.
44. Engage in the forgiveness process.
45. Recognize what counselors learn to become effective professionals.
46. Define a helping relationship.
47. Identify the characteristics of a helping relationship.
48. Identify the qualities of an effective counselor.
49. Identify the core dimensions of an effective counseling relationship.
50. Identify barriers to effective communication.
51. To recognize the credentialing issues in counselor education
52. To enumerate the career issues for counselors
53. To know the survival and growth issues for counselors
54. To list the legal issues in counseling
55. Define ethics in counseling.

56. Recall a model explaining ethical issues in the professional training of a counselor.
57. Recognize the importance of ethical training and decision-making.
58. Recall the ethical counseling standards given in Brown and Srebalus text.
59. To know the characteristics of effective counselors
60. To know the stages of the counseling process
61. Explain why studying theories are critical to counselors.
62. Describe how to categorize the major theories of counseling.
63. Recognize how the theories may be applied to clients.
64. Assess the use of counseling theories and counseling skills with a case study
65. To know the stages of the counseling process
66. Recall the importance of assessment.
67. Recall the different types of tests used in counseling.
68. Recall the stages of the counseling process.
69. Recognize that counselors usually ask the differential treatment question when counseling
70. Identify ways that people can interfere with their healing and growth.
71. Identify action plans and survivor strategies for healing the hurt.
72. Recognize how people change and what actions they can take to transform and renew themselves.
73. Identify the many options to heal, including seeking therapy and self help groups.
74. To know the career development definitions
75. Identify the career development theories.
76. Describe the steps in the career planning process.
77. Recognize the importance of career development in college and life.
78. Recognize the areas of life that affect each other.
79. Recognize the importance of family development.
80. Define the criteria for healthy families.
81. Recall the basic premises of family systems theories.
82. To know the four specialties in the counseling profession
83. Identify a bias that has been running through the course.
84. Define primary prevention.
85. Identify the steps of prevention programming.
86. Define psychological consultation.
87. Identify the phases of consultation
88. To know the models of consultation
89. To know what collaboration and advocacy are for counselors
90. Identify the stages of the group process.
91. Define the basic group terms.
92. Identify the curative factors of groups.
93. To know the different kinds of groups
94. To examine the cultural and multicultural issues for counselors
95. To know the and barriers to delivery of services to special populations
96. Recognize the importance of diversity training for counselors.
97. Recognize the characteristics of culturally effective counselors.
98. Recognize how societal oppression and discrimination relates to mental health.

99. Identify men as a special group.
100. Define men's patterns of gender role conflict
101. To know the difference between research and evaluation
102. To enumerate the future directions for the counseling profession
103. Recall your thoughts and feeling about your Personal Problem Solving paper as you bring closure to the course.
104. Identify next steps with growth and development.
105. Complete an evaluation of the course in terms of instructional impact

Course Requirements, Grading, and Additional Information

Course Requirements and Grading

Self Quizzes

The course contains 18 self quizzes. You can take each self quiz as many times as you need to master the content; however to earn a complete 2 points credit for each self quiz, you must earn 80% or higher on one of your attempts.

Personal Problem Solving Paper (PPSP)

In your Personal Problem Solving Paper, you are asked to describe in detail a personal or career problem that you are currently trying to solve. All personal information will be treated as confidential information. Approach this paper with hopes that you can gain greater insight into the problem, thereby coming closer to resolving it. Specific criteria for the paper are articulated within the course. Your paper should be double spaced and at least 5 pages in length but not exceed 8 pages.

Discussions

There are 9 discussion activities in this course worth 3 points each. To earn a complete 3 points on a discussion activity, you must demonstrate adequate effort, analysis, depth, and personalization on your original post and respond to at least one of your peer's original posts with adequate effort, analysis, depth, and personalization. Specific "Discussion Guidelines" are printed at the end of the syllabus.

Video Lectures

There are 11 video lectures prepared for this course. The purpose of the video lectures is to have personal contact with students, orient you to the class content and processes, and to accentuate salient concepts in the course.

Assignments

There are 3 assignment activities in this course worth 5 points each. You must meet the articulated criteria for each assignment to earn the maximum points.

Questionnaires

There are 4 questionnaire activities in this course worth 5 points each. To earn 5 points for each questionnaire, you must complete and submit it within Husky CT. There are no right or wrong answers on questionnaires. Overall results from questionnaires may be shared with the class, but no individual responses will be identified.

Summary of Course Requirements and Point Values

Course Component	Possible Points
Self Quizzes (18 @ 2 points each)	36 points
Personal Problem Solving Paper	20 point
Discussions (9 @ 3 points each)	27 points
Assignments (3 @ 5 points each)	15 points
Questionnaires (4 @ 5 points each)	20 points
Midterm Exam	50 points
Final Exam	50 points
TOTAL	218 points

Total Course Points Conversion to Alpha Grade

Total Course Points Earned	Alpha Grade Equivalent
200 and Above	A
192 -199	A -
186 – 191	B+
176 – 185	B
170 - 175	B-
164 – 169	C+
154 – 163	C
149 – 153	C-
143 – 148	D+
133 – 142	D
128 – 132	D-
Less than 128	F

You are responsible for acting in accordance with the Student Code, available at http://www.dosa.uconn.edu/student_code.cfm?from=im&fn=Judicial%20Affairs.

How To Pace This Class, Stay on Schedule, and Not Get Behind or Miss the Close Dates

Sometimes students have the perception that online courses: 1) are easy, 2) do not require much time, and 3) are less work than regular classes. All three of these perceptions are not true about this course. This course has as much work, if not a little more, than the in class version. Therefore, the course requires discipline, careful planning, and goal directed learning.

Since this course is for only six weeks, each student has to plan how to complete all assignments before the “close date”. All modules, assignments, discussion postings, quizzes, exams, and assessments will **close** on a certain date (See calendar dates below). After these closing dates, you will not be able to back and do them or receive the points. Missing the close dates can affect your grade since the course grades are determined by the number of points you earn. You need to pay close attention to the due dates in the context of your work and family responsibilities.

You will need to spend time every day (or the minimum every other day) on the course modules to keep up. In certain parts of the course, you can work ahead on the upcoming modules if you have an extra busy schedule. I would recommend that you do work ahead of the schedule if possible. If you do work ahead, it is important to remember that you may need to go back and complete discussion postings on other students’ postings to receive full credit for the discussions.

The calendar below can be used to promote your planning. Please review the entire course in the context of the due dates so that there are no major barriers to completing the modules before they close. Meeting the close dates is your responsibility. My responsibility is to communicate that this course has a moderate amount of work and a specific timetable for things to be done for credit to be assigned to each student.

Additional Course Information

Sometimes student who are taking psychoeducational courses want to know where they can get therapeutic help with personal and career problems. There are counseling resources available to you at UConn. The [UConn Counseling and Mental Health Services](#) clinic is one resource and can be reached by calling (860) 486-4705. There are also mental health services available at [The Frederick G. Humphrey Center for Individual,](#)

[Couple, and Family Therapy](#). The Humphrey Center can be reached by calling (860) 486-3692. For career related problems, you may contact the [Department of Career Services](#) by calling (860) 486-3013.

There are also resources outside the University. A good referral source is [INFO LINE](#) (211), and emergency and crises services are available at Manchester Hospital Hotline by calling (860) 647-4766. Please contact your instructor if additional resources or specific referrals are needed.

Course Materials

Required Materials

You must purchase the following materials before the start of the course.

1. The course textbooks may be purchased locally or through an online bookstore.

Preston , J. (2002). *Survivors: Stories and Strategies to Heal the Hurt*. San Luis Obispo, CA: Impact Publishers. ISBN: 1886230447

Brown, D. & Srebalus, D.J. (2003). *Introduction to Counseling Profession*. Third Edition. Boston, MA.: Allyn & Bacon.

2. Weidlinger, T. (Producer). (2001). *Boys Will Be Men* [Documentary DVD]. Berkeley, CA: Moira Productions. **[Note: This DVD can be purchased directly from the UCONN CoOp Bookstore.**

Required Articles

These are provided in the course through the Electronic Course Reserve (ECR).

- O'Neil J.M & Egan, J. (1992) Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B.R. Wainrib (Ed.) *Gender issues across the life cycle* . New York : Springer Publishing Company, pp. 107-123.
- Enright, R.D. (2001). What forgiveness is... And what it is not. In *Forgiveness is a Choice: A Step-by-Step Process for Resolving Anger and Restoring Hope* . Washington , D.C. : American Psychological Association, pp. 23-44.
- O'Neil, J.M., Davison, D., Mutchler, M.S., & Trachtenberg. J. (2005) Process evaluation of teaching forgiveness in a workshop and classroom setting. *Marriage & Family Review*, 38, 59-77.
- O'Neil, J.M. (2006). Helping Jack heal his emotional wounds using the gender role conflict diagnostic schema. In M. Englar-Carlson & M.A. Stevens (Eds.) *In the therapy room with men: A casebook about psychotherapeutic process and change with male clients*. Washington, D.C. : American Psychological Association.

- O'Neil, J.M., Anderson, S.A., Britner, P.A., Brown, I.Q., Holgerson, K., Rohner, R.P. (2005). Psychological abuse in family studies: A psychoeducational and preventive approach. *Marriage & Family Review* , 38, (4), 41-58.
- O'Neil, J.M. (1995). The gender role journey workshop: Exploring sexism and gender role conflict in a coeducational setting (Ed.). *Men in Groups: Insights, interventions, psychoeducational work* . Washington , D.C.: APA Books.
- O'Neil, J. M. & Roberts Carroll, M. (1988). A gender role workshop focused on sexism, gender role conflict, and the gender role journey. *Journal of Counseling and Development* , 67, 193-197.
- O'Neil, J.M., Egan, J., Owen, S.V., Murry V.M. (1993). The Gender Role Journey Measure: Scale Development and Psychometric Evaluation. *Sex Roles*, 28, 1767-185.

Additional Required Media

There are 11 video lectures for this course. Video lectures have been prepared for Modules 1, 2, 3, 4, 6, 7, 12, 14, 16, and 19. These are provided within the course. Additional media in the course are listed below:

O'Neil, J. & McCann, L. (Speakers). (1990). *Working with Pain* [Audio Recording]. Cincinnati, OH: American Counseling Association Meeting.

Riener, R. (Director) & King, S. & Gideon, R. (Writers). (1986). *Stand By Me* [Motion picture]. U.S. Columbia Tri-Star. [3 minute clip]

Russell, K. (Director) & Kramer, L. & Lawrence, D.H. (Writers). (1969). *Women in Love* [Motion picture]. UK: United Artists. [3 minute clip]

Greenwald, R. (Director). (1984). *The Burning Bed* [Television miniseries]. U.S.: Metro-Goldwyn-Mayer. [3 minute clip]

Payne, A. (Director) & Begley, L. & Payne, A. (Writers). (2002). *About Schmidt* [Motion picture]. U.S.: News Line Home Entertainment. [3 minute clip]

Pritchard, M. *The Power of Choice* . [Instructional Video]. California: Live Wire Media.

O'Neil, J. (1994). *Coverage of the 1994 Gender Role Journey Workshop with a Special Interview with Kingsley Stewart*. [Video]. Storrs, CT: School of Family Studies, University of Connecticut.

Software Requirements

- Word processing software
- [Adobe Acrobat Reader](#)

Your Internet browser and browser settings need to be Husky CT compatible.
See [Settings](#).

Course Outline

Module 1: Introduction: Engaging the Course Positively

Module 2: Overview of Counseling: Definitions and Working With Pain

Module 3: What are People's Major Problems? The Role of Psychological Violence in People's Lives

Module 4: When Living Hurts: Preston Part 1

Module 5: Knowing About Development, the Lifespan and Gender Roles

Module 6: Understanding Your Emotions: Part 2 - Preston and The Wounded Person Cycle

Module 7: Forgiveness: One Way to Let Go of Pain and Anger and Promote Healing

Module 8: Credentialing, Counselor's Careers, and Training Counselors to be Helpful

Module 9: Ethics and Legal Issues and Counseling

Module 10: Counseling Theories, Therapies, and Practice

Module 11: Counseling Assessment, Counseling Relationships, and Counseling Process Skills

Module 12: Making Personal and Psychological Growth: Preston Part 3

Module 13: Importance of Career Development and Positive Mental Health

Module 14: Family Systems, Specialties in Counseling: Families and Couples Counseling, Substance and Alcohol Abusers, and Gerontological Counseling (**Note Any Mention of John Bradshaw’s video should be discarded in the module 14 or video lecture. The producer of this video has discontinued the sale of the video.**)

Module 15: Prevention, Consultation, and Advocacy: More Indirect Ways to Help Others

Module 16: The Use of Groups: Creating Therapeutic Environments

Module 17: Counselor’s Commitments to Diversity, Multiculturalism, and Special Groups

Module 18: Research, Evaluation, and Accountability

Module 19: Course Closure, Methods of Healing, and Next Steps for You

Calendar Dates

(Unless otherwise noted, all learning activities are due for submission on the module close date.)

Modules, Exams, and Unique Assignments	Open Date	Close Date
Module 1: Introduction: Engaging the Course Positively	June 1, 2010	June 8, 2010
Module 2: Overview of Counseling: Definitions and Working With Pain	June 2, 2010	June 8, 2010
Module 3: What are People's Major Problems? The Role of Psychological Violence in People's Lives	June 4, 2010	June 8, 2010
Module 4: When Living Hurts: Preston Part 1	June 8, 2010	June 10, 2010
Module 5: Knowing About Development, The Lifespan, and Gender Roles	June 10, 2010	June 12, 2010
Module 6: Understanding Your Emotions: Part 2 of Preston & The Wounded Person Cycle Student Check: Progress Evaluation Questionnaire	June 12, 2010	June 14, 2010
Module 7: Forgiveness: One Way to Let Go of Pain and Anger and Promote Healing	June 12, 2010	June 16, 2010
Module 8: Credentialing, Counselors' Careers, and Training Counselors To Be Helpful	June 12, 2010	June 17, 2010
Module 9: Ethics and Legal Issues and Counseling	June 12, 2010	June 18, 2010

Module 10: Counseling Theories, Therapies, and Practice	June 12, 2010	June 20, 2010
Module 11: Counseling Assessment, Counseling Relationships, and Counseling Process and Skills	June 12, 2009	June 23, 2009
Midterm Exam	June 23, 2010	June 23, 2010
Module 12: Making Personal and Psychological Growth: Preston Part 3	June 23, 2010	June 25, 2010
Module 13: The Importance of Career Development and Positive Mental Health	June 23, 2010	June 27, 2010
Module 14: Family Systems, Specialties In Counseling & Human Vulnerability	June 26, 2010	June 29, 2010
Personal Problem Solving Paper		July 7, 2010
Module 15: Prevention, Consultation, and Advocacy: More Indirect ways to Help Others	June 28, 2010	July 1, 2010
Module 16: The Use of Groups: Creating Therapeutic Environments	June 28, 2010	July 3, 2010
Module 17: Counselor's Commitment to Diversity, Multiculturalism, and Special Groups	June 28, 2010	July 6, 2010
Module 18: Research, Evaluation and Accountability in Counseling	June 28, 2010	July 8, 2010
Module 19: Class Closure, Methods of Healing, and Next Steps For You	June 30, 2010	July 9, 2010
Final Exam	July 9, 2010	July 9, 2010

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research.

Discussion Guidelines

One of the advantages of taking your course online is that you may be able to engage in

online discussions with your instructor and fellow students at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics--but it's up to you to make this happen.

Post at least one message to each discussion area. There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one. Each contribution should be well written and interesting to read, with evidence of originality and considerable reflection. It should also demonstrate that you have read the relevant course materials.

Here are some guidelines for participating in an online discussion:

1. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.
2. Do the appropriate preparation, such as reading and lesson activity work, before you join the discussion.
3. Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer--a short story, for example.
4. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
5. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("Piggy-back" on other people's ideas).
6. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
7. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the course.
8. Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable

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