

Online Syllabus

Introduction to Counseling and Psychoeducation (EPSY 3333)

Winter Session Term 2024

Course Information

Course Title: Introduction to Counseling and Psychoeducation

Credits: 3

Instructor: Dr. James O'Neil

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Webpage: <http://web.uconn.edu/joneil/>

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

The developer of this course is Dr. James O'Neil, Professor of Educational Psychology at the University of Connecticut (A Full biography is found on the last page of this syllabus)

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. Recognize your own role in your own family.
83. To know the four specialties in the counseling profession
84. Identify a bias that has been running through the course.
85. Define primary prevention.
86. Identify the steps of prevention programming.
87. Define psychological consultation.
88. Identify the phases of consultation
89. To know the models of consultation
90. To know what collaboration and advocacy are for counselors
91. Identify the stages of the group process.
92. Define the basic group terms.
93. Identify the curative factors of groups.
94. To know the different kinds of groups
95. To examine the cultural and multicultural issues for counselors
96. 100. To know the and barriers to delivery of services to special populations
97. Recognize the importance of diversity training for counselors.
98. Recognize the characteristics of culturally effective counselors.
99. Recognize how societal oppression & discrimination relates to mental health.

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

Teaching Philosophy

My philosophy of teaching is based on my own education in the 1960's and 1970's and what I have learned from my mentors over the years. My philosophy represents what I have discerned to be my life's work. More information and videos about my philosophy of teaching are found on my personal web page: <http://web.uconn.edu/joneil/>.

I seek to do the following in the classroom:

1. To promote the development of a commitment to the shared quest for the truth and the expansion of the horizons of both teacher and student in the process.
2. To elicit in all students, no matter what their talents as individuals, full development as human beings.
3. To prepare the student to participate intelligently, morally and effectively in the public arena.
4. To develop students to be conscientious, compassionate and committed "to seek a newer world" and be agents of transformation for good, now and in the future

Course Requirements, Grading, and Additional Information

Course Requirements and Grading

Self Quizzes

The course contains 18 self quizzes for a 150 points. You can take each self quiz as many times as you need to master the content. However to earn a complete 8.3 points credit for each self quiz, you must obtain 100% correct 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. This assignment is worth 100 points and due on January 11, 2023.

Discussions

There are 9 discussion activities in this course worth 90 points each. To earn a complete 10 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. The video lectures in this course are streamed through Media Site.

Assignments

There are 3 assignment activities in this course each worth 20 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 25 points each. To earn 25 points for each questionnaire, you must complete and submit it within Husky CT. There is no right or wrong answers on questionnaires. Overall results from questionnaires may be shared with the class, but no individual responses will be identified.

Midterm and Final Exams

Both exams will be 50 multiple choice item questions taken online. You will have a 24 hour period to take the exam. Each exam is worth 250 points. **There are no make-ups for the exams, so please plan your study and schedule in advance. Missing an exam usually means failing the class.**

Summary of Course Requirements and Point Values

Course Component	Possible Points
Self Quizzes (18 @ 8.3 points each)	150 points
Personal Problem Solving Paper	100 point
Discussions (9 @ 10 points each)	90 points
Assignments (3 @ 20 points each)	60 points

Questionnaires (4 @ 25 points each)	100 points
Midterm Exam	250 points
Final Exam	250 points
TOTAL	1000 points

Total Course Points Conversion to Alpha Grade

Total Course Points Earned	Alpha Grade Equivalent
900 - 1000	A
870 -899	A -
830 – 869	B+
800 – 829	B
770 - 799	B-
730 – 769	C+
700 – 729	C
670 – 699	C-
630 – 669	D+
600 – 629	D
570 – 599	D-
Less than 570	F

Criteria for Grading All Assignments and Class Activities

- 1) Clarity of writing and thought
- 2) Factual Accuracy of writing and thought
- 3) Validation of views using current theoretical & empirical

literature

- 4) Creativity of thought
- 5) Synthetic nature of thought and writing
- 6) Completion of assignments on due dates
- 7) Personalization of course content
- 8) Contribution to other class members' learning, knowledge, & growth

Due Dates and Late Policy

All course due dates are identified in the Husky CT (the calendar dates). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the course progresses. All changes will be communicated in an appropriate manner.*

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 three 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 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.

Caveats: Problems With My Binary Language

Binary means something made up of two parts. Gender binary as a noun is a view of gender whereby people are categorized as either male or female, often basing gender on biological sex (Wikipedia, 2021). Gender binary is also the classification of gender into two distinct, opposite forms of masculine and feminine, whether by the social system or cultural belief. In this binary model, sex, gender, and sexuality may be assumed by default to names or pronouns, preferred rest rooms, or other qualities. These expectations may reinforce negative stereotypes, attitudes, bias, and discrimination towards people who display expressions of gender variance or nonconformity or whose gender identity is incongruent with their birth sex.

I am in the process of altering my language usage because binary language excludes the diversity of gender identities and sexual orientation and can promote discrimination and oppression of non-binary human beings. Much of my writing on gender role conflict needs to be reconsidered based on non-binary insights, but I currently do not have a fully operative, non-binary vocabulary. I wanted to make these caveats about my problems with my language early in the course, so no student is negatively impacted during the class.

Psychological Appropriateness of the Course

This course has psychological and affective dimensions. Students are encouraged to engage the course content and process at their “optimal comfort level”. This means that students have control over the degree that they personalize the course content and process.

The course may be inappropriate for students who are in a serious crises or recovering from a serious illness or life experiences. If you think the course may be inappropriate for you, please discuss your situation with the professor early in the semester before the drop /add period expires.

Over the 30 years that I have taught this course, only two students decided that the time was not right for them to take the course. Many students who are struggling with emotional/life problems have found the course to be useful and empowering.

For example, published evaluation data (O’Neil, 2015) indicates that over 94% of students

across 10 separate classes found the course to be an experience in personal growth and 74% reported that the course helped them take action in their life. Most students find the course to be useful in their problem solving and in empowering themselves.

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. 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**.

The course textbooks and resources may be purchased at the UCONN 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.

Texts are available through a local or online bookstore. The [UConn Co-op](#) carries many materials that can be shipped via its online [Textbooks To Go](#) service. For more information, see Textbooks and Materials on our [Enrolled Students](#) page.

Required Articles

These are provided on the left tab of Husky CT in Course Readings & Media:

O'Neil, J.M. (2015) Teaching psychoeducation online at UCONN's Neag School of Education. Educational Practice and Innovation, ISSN (Print) : 2372 ISSN (Online): 2372-

3106. DOI: 10.15764/EPI.2015.01002, vol. 2, 1, 8-13.

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 In EPSY 3333

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 modules.

Additional media in the course are listed below and provided on the left tab in **Course Readings & Media**:

Tear Soup: A recipe for healing after loss, DVD, Portland, OR: Grief Watch.

Gender: The Enduring Paradox, DVD Public Broadcasting Station, Washington, D.C., Smithsonian Institute

D T. Weidlinger (Producer) *Boys Will Be Men* (2001), Documentary, DVD, Bullfrog Productions, Berkeley, CA: Moira Productions.

Vandross, L. Music video or Audio Recording – Dance With My Father

Springsteen, B. Audio Recording – Concert Disclosure and The River Music Video

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 Stewert*. [Video]. Storrs, CT: School of Family Studies, University of Connecticut.

O'Neil, J.M. & McCann, L. (1990) Audio convention presentation “Working with Emotional Pain & Befriending Darkness and Pain” Presented at the 1990 American Counseling Association’s annual meeting, Cincinnati Ohio.

Preparing for the Course: Introduction, Information, and Software Requirements

It is imperative that you prepare for this course before it starts. You will be receiving an email information from the university about how to prepare for the course.

This email will direct you to a website that helps you prepare for the course. The address of this website on how to prepare is:

http://ecampus.uconn.edu/enrolled_students.html

You will need the following software for this course:

1. Media site requirement, Go to : <http://www.sonicfoundry.com/site-requirements>

2) Power point, Adobe Reader, and Real Audio Player Software

Do not wait until the course starts on December 27, 2022 to complete the Course Introduction and Software Requirements. This course has a rapid pace and you will need to spend your time on the first three modules from December 27 to December 30, 2022 rather than learning Husky CT.

On page 18 of this syllabus are specific online resources to learn Husky CT or resolve any problems.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

Use electronic mail with attachments.

- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information

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 and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Scholarly Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Registration Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the

instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from [Blackboard's Accessibility Information](#))

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

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	Dec 27, 2022	Dec. 30, 2022
Module 2: Overview of Counseling: Definitions and Working With Pain	Dec 27 2022	Dec. 30, 2022
Module 3: What are People's Major Problems? The Role of Psychological Violence in People's Lives	Dec 27 2022	Dec 30, 2022
Module 4: When Living Hurts: Preston Part 1	Dec. 27, 2022	Jan. 2, 2023
Module 5: Knowing About Development, The Lifespan, and Gender Roles	Dec. 27, 2022	Jan. 2, 2023
Module 6: Understanding Your Emotions: Part 2 of Preston & The Wounded Person Cycle Student Check: Progress Evaluation Questionnaire	Dec. 27, 2022	Jan. 2, 2023
Module 7: Forgiveness: One Way to Let Go of Pain and Anger and Promote Healing	Dec 27, 2022	Jan. 6, 2023
Module 8: Credentialing, Counselors' Careers, and Training Counselors To Be Helpful	Dec 27, 2022	Jan. 6, 2023
Module 9: Ethics and Legal Issues and Counseling	Dec 27, 2022	Jan.6, 2023
Module 10: Counseling Theories, Therapies, and Practice	Dec 27, 2022	Jan 6, 2023
Module 11: Counseling Assessment, Counseling Relationships, and Counseling Process and Skills	Dec 27 , 2022	Jan. 6, 2023
Midterm Exam	Jan.6, 2023	Jan.6, 2023
Module 12: Making Personal and Psychological Growth: Preston Part 3	Jan. 6, 2023	Jan.9, 2023
Module 13: The Importance of Career Development and Positive Mental Health	Jan. 6, 2023	Jan 9, 2023
Module 14: Family Systems, Specialties In Counseling & Human Vulnerability	Jan. 6, 2023	Jan 9, 2023

Personal Problem Solving Paper	Jan. 11, 2023	Jan 11, 2023
Module 15: Prevention, Consultation, and Advocacy: More Indirect ways to Help Others	Jan. 6, 2023	Jan 10, 2023
Module 16: The Use of Groups: Creating Therapeutic Environments	Jan. 6, 2023	Jan 12, 2023
Module 17: Counselor's Commitment to Diversity, Multiculturalism, and Special Groups	Jan. 6, 2023	Jan 12, 2023
Module 18: Research, Evaluation and Accountability in Counseling	Jan. 6, 2023	Jan 13, 2023
Module 19: Class Closure, Methods of Healing, and Next Steps For You	Jan. 6, 2023	Jan 13, 2023
Final Exam	Jan. 13, 2023	Jan 13, 2023

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.

Technology and Academic Help


For all **NON-TECHNICAL** and **NON-ACADEMIC** support questions or general

eCampus information, please contact ecampus@uconn.edu or call us at (860)486-1080.

Tech Help Resources

HuskyCT

HuskyCT Courses, Training, and Tools Examples	Department Contact Information
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 <ul style="list-style-type: none"> • Course Content Not Viewable • Course Tools Not Working (i.e., tests, assignments, discussions, etc.) • Course Tech, Plug-Ins, and Software 	<p>For support in online courses contact:</p> <p>UITS HuskyTech Help Center</p> <p>Location Math Sciences Building, Ground Floor, Room M037</p> <p>Phone (860) 486-HELP (4357)</p> <p>Email HelpCenter@uconn.edu</p> <p>For assistance outside normal business hours and holidays, please visit http://learn24x7.uconn.edu or http://huskyct24x7.uconn.edu</p>
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Biography

James M. O'Neil, Ph.D. is Professor of Educational Psychology at the University of Connecticut and a licensed psychologist in private practice in South Windsor, Connecticut. In 1975, he received his doctorate from the Department of Counseling and Personnel Services at the University of Maryland. He is a fellow of the American Psychological Association in Divisions 17, 35, 43, 51, 52, & 56. He is one of the founding members of the Society for the Psychological Study of Men and Masculinity (SPSMM), Division 51 of the American Psychological Association. SPSMM named him Researcher of the Year in 1997 for his 20-year research program on men's gender role conflict. His research programs relate to men and masculinity, gender role conflict, psychology of men and women, and violence and victimization. He has published over 100 journal articles and books chapters and is the author of the Gender Role Conflict Scale (GRCS), a widely used measure of men's conflict with their gender roles. Over 300 studies have used the GRCS with over 200 of the studies being published in psychological journals. He published (with Michele Harway) *What Causes Men's Violence Against Women?* in 1999 (Sage Publications) and his last book, *Men's Gender Role Conflict: Psychological Costs, Consequences, and an Agenda for Change* was published in November, 2014 by APA Books. In 1991, he was awarded a Fulbright Teaching Scholarship by the Council for International Exchange of Scholars, to lecture in the former Soviet Union. He lectured at Moscow State Pedagogical University from February through April, 1992, on such topics as psychological counseling, psychology of gender roles, and victimization. In 1995, he was awarded Teaching Fellow status by the University of Connecticut for his outstanding excellence and dedication to the university teaching profession. In August, 2008, he received the Distinguished Professional Service Award from Division 51 of the

American Psychological Association for his 25 year research program on men's gender role conflict and his advocacy for teaching of the psychology of men in the United States. He has advocated professional activism with gender role and social justice issues throughout his 45 years as a counseling psychologist.