PURPOSE
This course seeks to develop the specific personal attributes and professional competencies you will use in your counseling career. The course provides the opportunity for you to build a framework of relational skills growing out of your academic work, your own life experiences, and your Christian worldview. The emphasis of the course will be on application and practice of basic counseling skills conducted in an environment that allows for immediate feedback and supervision. The focus will be placed on attending and essential interviewing skills.

OBJECTIVES
As a result of participation in this course the student should demonstrate the following:
1. An understanding of a three-stage counseling model that helps clients explore and understand their thoughts, feelings and actions, and then decide what action to take on the basis of the exploration and insight.
2. Specific exploration competencies that include establishing and maintaining a rapport, attending and active listening skills, the use of open-ended and close-ended questions, restatement, silence, and feelings reflection.
3. Specific insight competencies that include challenging clients, giving interpretations, self-disclosure, and the use of immediacy.
4. Specific action competencies that include the giving of information, offering feedback, process advisement, direct guidance, and disclosure of strategies.
5. Ability to conduct an initial interview with a volunteer client.

LEARNING FORMAT
Lecture, small group discussion, lab groups, conducting and review of an intake session.

REQUIRED TEXTS
REQUIREMENTS
1. Active and full participation in class discussions, group exercises, and lab sessions.
2. Participation in lab sessions in the role of counselor, client, and observer.
3. Write up a Progress Note (check box and fill-in-the-blank form) and Personal Narrative Note
   (in DAP format) using the handout provided for each triad session in which you participated as
   the counselor. Your notes for Friday’s session with a volunteer client will be written up
   immediately after the session. The progress and personal narrative notes for your triad
   experiences are to be completed immediately following the triad exercises and turned in before
   you leave the classroom. These are to be neatly handwritten in pen using the format listed
   below on the form provided to you. The notes for Friday, August 9th’s volunteer client
   experience will be due at the end of class that day. See progress note outline below.
4. Conduct a 30 minute intake session with a volunteer client provided for you on the last day of
   class. This session must be digitally recorded for later review. Write a 2 page critique of your
   session regarding your ability to apply the skills learned in this class and in the required
   reading. You will sign up for a 30 minute supervision session of your intake session. Your
   critique will be due at the time the supervision session.
5. Complete the required reading by the time of your supervision session.

GRADING
The final course grade will be assigned according to the following schedule:
Progress notes (5 points x 5 notes)..............................25 points
Required reading..........................................................25 points
Critique and supervision...............................................50 points
Total points ...................................................................100 points

Course grades will be determined by adding points from the five progress notes, required
reading, and critique and supervision assignments. Grades will be based on the following scale:
A = 97-100 points     B- = 86-87 points     D+ = 75-77 points
A- = 94-96 points     C+ = 83-85 points     D = 72-74 points
B+ = 93-91 points     C = 80-82 points      D- = 70-71 points
B = 88-92 points      C- = 78-79 points      F = below 70 points

NOTE: Satisfactory completion of this course is a prerequisite to enroll in Practicum PSY650.

ACADEMIC STANDARDS
1. All assignments will be due on the date specified in the syllabus. For each day an
   assignment is late, 5 points will be deducted from the total score.
2. Use APA format, 5th edition for writing your paper.
3. Format for Personal Narrative Notes:
   “D” = Data
   - Subjective and objective data about the client.
   - What did client say or feel. For example, “Ct reports improved mood.”
   - Thematic phrase that encapsulates the session, such as “Frequent fights with M during past
     wk.”
   - Significant observable behavior by therapist. For example, “Avoided eye contact with me.”
   or “Ct smiled & laughed when talking about childhood abuse.”
What was observed? For example, “W repeatedly interrupted H when he tried to talk. H yelled at W near end of session.”

Assessment tools used—methods, tests, and questions—but not results

Counselor intervention and client response. For example, “Confronted ct’s sarcasm and he offered a quick apology.”

Social and family history.

Progress on presenting problem.

Review of HW.

Description of both the content and process of the session.

“A” = Assessment

- Clinician’s hypotheses—how do you as a client make sense of the data above. Working hypotheses, gut hunches.

P=Plan

- Homework assigned
- Issues to be discussed in next session
- Interventions to be used

Write in black or blue ink only.
Write one continuous paragraph.
3-5 sentences per section are sufficient and desirable.
Commonly used abbreviations are acceptable.
All errors should be lined out with a single strike through (e.g., error), initialed and dated.
End the note with a line to the edge of the paper or the words “END OF NOTE.”

Example DAP note (for a married male client):

(D) Ct reported that he was sleeping less and able to concentrate more at work, but does not think it is due to starting Prozac two weeks ago. Ct reported an increase in the frequency and effectiveness of communication with his wife due to the “speaker-listener” HW. Ct stated his wife tells him that he still doesn’t seem to open up that much with her. Ct disagrees with her assessment and feels that he is really “spilling his guts.” The rest of the session focused on his understanding of opening up/sharing with his wife. The Ct was often tangential or silent in response to questions regarding his responsibility in the matters being addressed. (A) Ct’s symptoms of depression appear to be lessening. Ct’s communication with his wife has improved somewhat, but his self-protective patterns interfere with his ability to connect emotionally with her. Ct’s notion of spilling his guts seems to be reporting facts about his day. Ct tends to avoid owning his role in their marital struggles. (P) Continue to work on his risking emotional openness in the session and with his wife. HW: Keep a feelings log for the next week. END OF NOTE

The DAP note is signed (include your highest earned degree) and dated.

4. The next two pages are the form for the Progress Note.
PROGRESS NOTES:

Name(s): ___________________________ Date: ______________

Session number: _________

Type of Contact:
☐ Individual  ☐ On time  ☐ Late  How many minutes late? ________

Suicidal risk:
☐ None  ☐ Passive Ideation  ☐ Active Ideation  ☐ Plans  ☐ Attempts  ☐ No Harm Contract

Additional comments:__________________________________________________________

Homicidal risk:
☐ None  ☐ Passive Ideation  ☐ Active Ideation  ☐ Plans  ☐ Attempts  ☐ No Harm Contract

Additional comments:__________________________________________________________

Symptoms/problems/observations reported by client and/or observed by provider and addressed today:

☒ Depression  ☐ Unwanted memories  ☐ Gender identity/sexual minority
☒ Crying all the time  ☐ Trust/mistrust  ☐ Delusional
☒ Trouble sleeping  ☐ Dissociation  ☐ Hearing voices
☒ Fatigue/Lack of energy  ☐ Family of Origin  ☐ Seeing things other don’t see
☒ Lack of motivation  ☐ Grief/loss  ☐ Racing thoughts
☒ Feeling hopeless  ☐ Death of friend or loved one  ☐ Current stressors
☒ Feeling worthless or inferior  ☐ Boundaries  ☐ Work/school stress
☒ Poor concentration  ☐ Enabling  ☐ Financial problems
☒ Poor appetite or over eating  ☐ Dependency  ☐ Legal matters
☒ Eating problems  ☐ Controlled by others  ☐ Sexual dysfunction
☒ Mania/hypomania  ☐ Low self-esteem  ☐ Infertility problems
☒ Obsessive thoughts  ☐ Loneliness  ☐ Pregnancy
☒ Anxiety  ☐ Loss of control  ☐ Abortion
☒ Panic  ☐ Controlling  ☐ Somatization
☒ Fear  ☐ Relationship problems  ☐ Health concerns
☒ Anger  ☐ Marital separation/divorce  ☐ Physical disability or terminal illness
☒ Worry  ☐ Martial problems  ☐ Drug use
☒ Phobia  ☐ Family conflict  ☐ Alcohol use
☒ Guilt  ☐ Parenting problems  ☐ Career choices
☒ Shame  ☐ Peer trouble  ☐ Indecisiveness
☒ Emotional abuse  ☐ Aggressive behavior  ☐ Spiritual apathy
☒ Physical abuse  ☐ Behavioral problems  ☐ Other – Please explain other:
☒ Sexual abuse  ☐ Impulsive behaviors
☒ Residual trauma  ☐ Hyperactive
☒ Bad dreams  ☐ Inattentive

Mood: (the client’s description of their predominant emotional state)

☒ Euthymic: good, serene mood  ☒ Anxious
☒ Euphoric: Elated, elevated mood  ☐ Apathetic: indifferent, unresponsible, feeling little or no emotion
☒ Expansive: over-valuation of one’s significance  ☐ Alexithymic: client unable to describe subjective mood state
☒ Dysphoric: Discontent, uneasy, agitated, distressed, depressed mood  ☐ Other – Please explain other:
☒ Grieving
☒ Irritable
☒ Angry
Affect: (the counselor’s observed expression of the client’s emotions)
- Appropriate with normal intensity and range of emotional expression
- Inappropriate and constricted to the current situation
- Inappropriate and blunted to the current situation
- Inappropriate and flat to the current situation
- Inappropriate and labile to the current situation

Plan:
- Next appointment scheduled
- Terminate

Session Progress:
- Improved
- No Change
- Regressed

Since starting therapy:
- Improved
- No Change
- Regressed

________________________________________
Student Intern/Provider’s Signature
# Course Objectives Related to MAC Student Learning Outcomes

**Course:** PSY501 Fundamental Therapy Skills  
**Professor:** Scott Coupland, PhD  
**Campus:** Orlando  
**Date:** 3/10/2014

## MAC Student Learning Outcomes

In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.

<table>
<thead>
<tr>
<th>Foundations</th>
<th>Moderate</th>
<th>Students learn a basic counseling framework and its biblical underpinnings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>Students learn a basic counseling framework and its biblical underpinnings.</td>
<td></td>
</tr>
<tr>
<td>Diversity and Advocacy</td>
<td>Minimal</td>
<td>Students practice counseling skills with persons that are different than themselves.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Minimal</td>
<td>Students learn and practice how to informally assess clients.</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Diagnosis</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Integration</td>
<td>Moderate</td>
<td>Students learn to weave biblical and theological concepts with counseling theory.</td>
</tr>
<tr>
<td>Sanctification</td>
<td>Strong</td>
<td>Students practice speaking the truth in love as a reflection of their desire to communicate the Gospel to others.</td>
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