

PSY5100 Counseling and Helping Relationship Skills Reformed Theological Seminary

Summer Session, 2019

July 10, 15, 17, 29, 31 and August 5, 7, 12, 14, 19 (8:00am – 12:00pm)

3 credit hours

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Course Description

This course provides both a conceptual overview and systematic training in foundational helping skills, i.e., active listening, essential interviewing, case-conceptualization and consultation skills. Course content will centrally focus on both (a) An evidence-based, three-stage model of behavior change and the rudimentary helping skills incorporated in that model, and (b) An evidence-based understanding of effective counselor behavioral characteristics. Course concepts and skills will be considered, critiqued and utilized from the perspective of a biblical worldview. Also, these helping skills and effective counselor behaviors will be considered in terms of both face-to-face and technology-assisted helping relationships. Core ethical issues (confidentiality, therapist competence, client consent, collaboration, and multicultural competence) will be introduced commensurate with topics and skills addressed. In addition to course lecture and class discussion, a social skills training approach will be employed to define, demonstrate and afford ample practice and feedback of specified helping skills via small-group training (S-Groups). The S-Group lab component will take place outside of the classroom but during regularly scheduled class hours.

Course Objectives: (CO) Knowledge Outcomes

CO1-11. For students to demonstrate (via Assignments elaborated, below) comprehension of:

- CO1.** An overarching theory and model of counseling (the “Three-Stage Model” of Exploring, Understanding, and Acting) and the essential interviewing, counseling, and case conceptualization skills which facilitate each of those stages. (CACREP Standards 2.F.5.a, b, g)
- CO2.** A detailed consideration of active listening aspects of interviewing and counseling skills used primarily (not exclusively) in early stages of the Three Stage Model (attending and responding skills, including their sub-skills). (CACREP Standards 2.F.5.g, n)
- CO3.** Current research on behavioral characteristics of effective counselors, i.e., the nature of therapeutic relationships/therapeutic alliance and their relation to client outcome. (CACREP Standards 2.F.5.a, f, g, n)

- CO4.** The nature and relevant examples of evidence-based counseling strategies and techniques for prevention and intervention and how the elements of active listening and understanding-stage skills are related. (CACREP Standards 2.F.5.a, c, f, g, j)
- CO5.** An ongoing theological critique of the presented counseling models, counselor skills and characteristics from a traditional (Reformed) biblical perspective. (CACREP Standards 2.F.5.a, d, e, f, g, n)
- CO6.** The historical development and philosophical underpinnings of the Three Stage Model *vis a vis* other theories and models of counseling. (CACREP Standards 2.F.5.a, b, j)
- CO7.** The initial process of developing one's own model of counseling. (CACREP Standards 2.F.5.a, b, n)
- CO8.** How to develop client outcome measures, especially in later stages of the Three Stage Model. (CACREP Standards 2.F.5.a, i, j)
- CO9.** An introduction and overview of core ethical concepts (confidentiality, client consent, multicultural competence, and the impact of technology on relationships and the counseling process). (CACREP Standards 2.F.5.d, e)
- CO10.** How the Three Stage Model applies to a systems conceptualization of clients, i.e., couples and families as well as to organizations. (CACREP Standards 2.F.5.b, c)
- CO11.** How the Three Stage Model applies to theories and models of consultation in various settings. (CACREP Standards 2.F.5.b, c)

Course Objectives: [CO] Skill Outcomes

CO12-16. For students to demonstrate facility using designated helping skills via their performance in small-group training (S-Group) exercises. These objectives address essential interviewing and counseling skills (CACREP Standards 2.F.5.f, g)

- CO12.** Attending: physically, observing, listening.
- CO13.** Consistent and accurate responding to content.
- CO14.** Consistent and accurate responding to feeling.
- CO15.** Consistent and accurate responding to meaning.
- CO16.** The effective use of open questions and understanding and acting-stage skills.

Methods of Instruction

This course will be taught via four primary methods:

1. Classroom lecture and discussion.
2. In-class quizzes, reading summaries, and a comprehensive final exam.
3. In-class professor-lead experiential exercises designed to illustrate lecture points and designated fundamental helping skills.
4. Structured counseling/helping skill practice in on-going S-Groups.

Assignments (Student Performance Evaluation Criteria)

A1. Quizzes: 33% of final grade

There will be three quizzes. Each quiz will consist a series of video clips demonstrating well- and/or poorly conducted counseling skills. Multiple choice questions will accompany each clip requiring students to identify which counseling skills are being demonstrated and whether they are well- and/or poorly conducted. The quizzes will be cumulative, with each one covering all the counseling skills covered in the lectures to that date. Quizzes will be taken on Canvas. See the course schedule for the dates.

A2. Reading Reflections: 34% of final grade

For each assigned chapter, students should write brief responses answering the questions below. Use the APA template provided on Canvas for writing this paper.

1. What is the focus of this chapter? (Be concise.)
2. From your reading, what is the most important point made in this chapter? Why?
3. What ideas in this chapter are new to you and especially interesting?
4. What ONE question would you like to discuss in class about this reading?

Full credit for course reading will be given if a student turns in thoughtfully completed responses for each assigned chapter.

A3. Mid-term Exam and Final Exam: 33% of final grade

A Midterm and Final exam will be administered as per the Course Schedule. This exam will draw exclusively from the Egan text and consist of multiple-choice questions. The exams will be available on Canvas. The Midterm will cover chapters 1-7, and the Final, chapters 8-14.

A4. Skills-Practice Groups and Evaluations

Students will attend five Skills-practice Groups (S-Groups) every other class session beginning class session 2 as per the Course Process and Schedule (during normal class-meeting times). The professor will assign students to groups. These group experiences will be supervised by counselors from the community and will consist of structured target-skill practice exercises. Each designated target-skill will be operationally defined and will serve as a foundation for the subsequent skills to be learned.

These target skills are readily achievable with applied practice. Therefore, student attendance to S-Groups is essential and expected unless extreme circumstances occur. Missing two S-Groups will result in course failure. Skill demonstration/achievement will be rated by S-Group leaders via the "S-Group Rating Scale" at the end of the course.

S-Group Grading: **S** (Satisfactory) or **U** (Unsatisfactory).

A grade of **S** is required for successful course completion.

A grade of **S** is given for an overall Likert-rating mean score of 5 or above.

Required Course Materials

M1. Egan, G. (2014). *The skilled helper: A problem-management and opportunity-development approach to helping, (10th ed.)*. Belmont, CA: Brooks/Cole. ISBN: 978-1285065717

M2. Scott, D., Royal, C., Kissinger, D. (2015). *Counselor as consultant*. CA: Sage. You will be reading chapters 1-2 and it is available on Canvas.

Course Process and Schedule

Lecture ID	Class Date	Lecture Content	Material	Quizzes and Exams	Skills Practice	CACREP Standard
L1	7/10	Course introduction. Distinctives of Christian counseling. Theology and counseling. Multiculturalism. Philosophical underpinnings and overview of Three Stage Model.. Attending Physically, Observing, Listening				2.F.5a, c, d, f, g, i, j n
L2	7/15		M1. Chs. 1, 2		A4. S-group 1	2.F.5a, c, f, g, n
L3	7/17	Preparing to attend and ethical considerations (as the counseling process begins). Effectively responding to content, feeling and meaning. Open questions and restatements.		A1. Quiz on L1 and L3 <i>open</i> at 12:00pm		2.F.5
L4	7/29		M1. Chs, 3, 4, 5		A4. S-group 2	2.F.5a, b, c, n
	7/30			A1. Quiz on L1 and L3 <i>due</i> by 11:59pm		
L5	7/31	Understanding-Stage skills				2.F.5a, c, f, g
L6	8/5		M1. Chs. 6, 7, 8	A3. Midterm <i>open</i> at 12:00pm	A4. S-group 3	2.F.5a, c, f, g
L7	8/7	Understanding-Stage skills and measuring client outcome in the latter stages. Counselor characteristics. Technological aspects and ethics regarding fundamental helping skills		A1. Quiz on L5 and L7 <i>open</i> at 12:00pm		2.F.5a, c, f, g
	8/11			A3. Midterm <i>due</i> by 11:59pm		
L8	8/12		M1. Chs 9, 10, 11		A4. S-group 4	2.F.5a, c, f, g
	8/13			A1. Quiz on L5 and L7 <i>due</i> by 11:59pm		
L9	8/14	Spiritual and worldview issues in Counseling. Consulting: Which variables are necessary & sufficient? HRD in couple, family and organizational systems				2.F.5a, f, n
L10	8/19		M1. Chs. 12, 13, 14 M2. Chs. 1, 2	A1. Quiz on L9 <i>open</i> A3. Final exam <i>open</i>	A4. S-group 5	2.F.5a, f, g, i

	8/25			A1. Quiz on L9 <i>due</i> by 11:59pm A3. Final exam <i>due</i> by 11:59pm		
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Policies and Important Information

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g., <https://owl.english.purdue.edu/owl/resource/560/01/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Disability Accommodation Policy. If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

Access to Research Database. RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Return of work. All work will be graded on Canvas.

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B (88-90)	C (80-82)	D- (70-71)
B+ (91-93)	C- (78-79)	F (Below 70)

Attendance Policy. Regular attendance is expected and required. Excessive absences (more than 2 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials made available in Canvas or presented during the missed class from a classmate.

Class Participation. Students are expected to participate in all components of the class. Each student is expected to read all of the assigned materials in advance for each class and engage in class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Student Learning Outcome Table

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

Course Objectives: Knowledge Outcomes	READINGS	LECTURE	ASSIGNMENTS	CACREP standards
CO1. An overarching theory and model of counseling (the "Three-Stage Model" of Exploring Understanding and Acting) and the essential interviewing, counseling, and case conceptualization skills which facilitate each of those stages.	M1. Egan	L 1, 3, 5, 7, 9	A1. Quizzes A3. Exam	2.F.5.a, b
CO2. A detailed consideration of Active Listening aspects of interviewing and counseling skills used primarily (not exclusively) in early stages of the HRD model (Attending and Responding skills, including their sub-skills).	M1. Egan	L 1, 3	A1. Quizzes A2. Reflections A3. Exam A4. S-Groups	2.F.5.c, n
CO3. Current research on behavioral characteristics of effective counselors, i.e., the nature of therapeutic relationships / therapeutic alliance and their relation client outcome.	M1. Egan	L 7	A1. Quizzes A2. Reflections A3. Exam	2.F.5.a, c, f, g
CO4. The nature and relevant examples of evidence-based counseling strategies and techniques for prevention and intervention and how the elements of Active Listening and Understanding-stage skills are related.	M1. Egan	L 5, 7	A1. Quizzes A3. Exam	2.F.5.a, b, c, g, j
CO5. An ongoing theological positive and negative critique of the conceptual and practical course-content from a traditional (Reformed) biblical perspective.	M1. Egan	L 1	A1. Quizzes A3. Exam	2.F.5.a, f, n
CO6. The historical development and philosophical underpinnings of the HRD model <i>vis a vis</i> other theories and models of counseling.	M1. Egan	L 1, 2	A2. Reflections	2.F.5.a, f, g
CO 7. The initial process of developing one's own model of counseling.	M1. Egan	L 9	A1. Quizzes A2. Reflections A3. Exam	2.F.5.a, b, j
CO8. How to develop client outcome measures, especially in later stages of the HRD model.	M1. Egan	L 9	A1. Quizzes A3. Exam	2.F.5.a, b, j
CO9. An introduction and overview of core ethical concepts (confidentiality, client consent, multicultural competence, and the impact of technology on relationships and the counseling process).	M1. Egan	L 1, 7	A1. Quizzes A3. Exam	2.F.5.a, f, n
CO10. How the Three Stage Model applies to a systems conceptualization of clients, i.e., couples and families as well as to organizations.	M1. Egan M2. Scott, et. al	L 9	A2. Reflections	2.F.5.b, c, n
CO11. How the Three Stage Model applies to theories and models of consultation in various settings.	M2. Scott, et. al	L 9		2.F.5.b, c, n

Course Objectives: Skill Outcomes (All address essential interviewing, counseling and consultation skills.)		S-Group #		
CO12. Attending: physically, listening and observing	M1. Egan	1	A4. S-Groups	2.5.F.f, g
CO13. Consistent and accurate responding to content	M1. Egan	1, 2, 3	A4. S-Groups	2.5.F.f, g
CO14. Consistent and accurate responding to feeling	M1. Egan	1, 2, 3	A4. S-Groups	2.5.F.f, g
*CO15. Consistent and accurate responding to meaning	M1. Egan	1, 2, 3	A4. S-Groups	2.5.F.f, g
*CO16. The effective use of open questions, and Understanding and Acting Stage skills	M1. Egan	1-5	A4. S-Groups	2.5.F.f, g