

PSY5100 Counseling and Helping Relationship Skills
Reformed Theological Seminary
Fall 2020

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Office hours: By appointment
Class: Thursday, 9:00am-12:00pm
3 credit hours

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 (Triad groups). The Triad 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 (Triad 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. Video-based quizzes, reading reflections, and exams.
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 Triad 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. Midterm 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 1-4, and the Final, chapters 5-7. And consultation chapter.

A4. Triad (Skills Practice) Groups and Evaluations

Students will attend five Triad Groups 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 Triad groups is essential and expected unless extreme circumstances occur. Missing two Triad groups will result in course failure. Skill demonstration/achievement will be rated by Triad group leaders via the “Triad group Rating Scale” at the end of the course.

Triad 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	Assignments	Skills Practice	CACREP Standard
L1	8/27	Course introduction. Distinctives of Christian counseling. Theology and counseling. Philosophical underpinnings and overview of Three Stage Model. Multiculturalism.				2.F.5a, b, d, e, f, j, n
L2	9/3	Exploring-Stage skills. Attending and listening. Technological aspects and ethics regarding fundamental helping skills	M1. Ch. 1	A2. Ch.1 <i>due</i>		2.F.5a, b, c, f, g, n
L3	9/10				A4. Triad group 1	2.F.5.f, g
L4	9/17	Exploring-Stage skills. Open questions. Restatement. Reflecting feelings and meaning.	M1. Ch. 2	A2. Ch.2 <i>due</i>		2.F.5a, b, c, f, g, n
L5	9/24				A4. Triad group 2	2.F.5.f, g
L6	10/1	Exploring-Stage skills. Empathy. Silence. Integrating Exploring-Stage skills.	M1. Ch, 3	A1. Quiz 1 <i>open</i> A2. Ch. 3 <i>due</i>		2.F.5a, b, c, f, g, n
L7	10/8			A1. Quiz 1 <i>due</i> by 11:59pm	A4. Triad group 3	2.F.5.f, g
	10/15	No Class, Fall break				
L8	10/22	Understanding-Stage skills and measuring client outcome in the latter stages. Counselor characteristics. Challenges and Interpretation.	M1. Ch.4	A1. Quiz 2 <i>open</i> A2. Ch. 4 <i>due</i> A3. Midterm <i>open</i>		2.F.5a, c, f, g, i, j, n
L9	10/29			A1. Quiz 2 <i>due</i> A3. Midterm <i>due</i>	A4. Triad group 4	2.F.5.f, g
L10	11/5	Understanding-Stage skills. Self-disclosure and Immediacy.	M1. Ch. 5 M2. Chs. 1, 2	A2. Ch. 5 <i>due</i>		2.F.5a, c, f, g
L11	11/12				A4. Triad group 5	2.F.5.f, g
L12	11/19	Acting-Stage skills. Spiritual and worldview issues in Counseling. Consulting: Which variables are necessary & sufficient? HRD in couple, family and organizational systems	M1. Ch. 6	A2. Ch. 6 <i>due</i>		2.F.5.a, b, c, j
	11/26	No Class, Thanksgiving				

L13	12/3		M1. Ch. 7	A1. Quiz 3 <i>open</i> A2. Ch. 7 <i>due</i> A3. Final exam <i>open</i>	A4. Triad group 6	2.F.5.f, g
	12/10			A1. Quiz 3 <i>due</i> A3. Final exam <i>due</i>		

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, 2, 4, 6, 8, 10, 12	A1. Quizzes A3. Exams	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 HRD model (Attending and Responding skills, including their sub-skills).	M1. Egan	L 2, 4, 6	A1. Quizzes A2. Reflections A3. Exams A4. Triad groups	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 client outcome.	M1. Egan	L 8	A1. Quizzes A2. Reflections A3. Exams	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.	M1. Egan	L 8, 10	A1. Quizzes A3. Exams	2.F.5.a, c, f, 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, 13	A1. Quizzes A3. Exams	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	A2. Reflections	2.F.5.a, b, j
CO 7. The initial process of developing one's own model of counseling.	M1. Egan	L 13	A1. Quizzes A2. Reflections A3. Exams	2.F.5.a, b, j
CO8. How to develop client outcome measures, especially in later stages of the HRD model.	M1. Egan	L 8	A1. Quizzes A3. Exams	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).	M1. Egan	L 1, 2	A1. Quizzes A3. Exams	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.	M1. Egan M2. Scott, et. al	L 13	A2. Reflections	2.F.5.b, c
CO11. How the Three Stage Model applies to theories and models of consultation in various settings.	M2. Scott, et. al	L 13	A3. Final Exam	2.F.5.b, c

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

Course Objectives Related to MAC* Student Learning Outcomes

Course: PSY5100 Counseling and Helping and Relationship Skills

Professor: Scott Coupland, PhD

Campus: Orlando

Date: Fall 2020

MAC* Student Learning Outcomes		Rubric	Mini-Justification
<i>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.</i>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Professional Counseling Orientation & Ethical Practice	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Strong	Students develop and practice a three-stage framework for basic counseling skills that can be applied to all contexts of counseling. They also learn ethical and biblical principles for doing so.
Social & Cultural Diversity	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Minimal	Students consider cultural factors that must be considered in applying basic counseling skills.
Human Growth & Development	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	None	
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	None	
Counseling & Helping Relationships	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Strong	Students develop and practice a three-stage framework for basic counseling skills that can be applied to all contexts of counseling.
Group Counseling & Group Work	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	None	
Assessment & Testing	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	None	

Research & Program Evaluation	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Minimal	Students learn the empirical basis for three-stage framework of counseling skills.
Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Strong	Students gain fundamental counseling skills that can be practiced in all contexts of counseling practice.
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Moderate	Students develop a biblical and theological understanding for the application of basic counseling skills.
Sanctification	Demonstrates a love for the triune God.	Strong	Triad group exercises provide context for practicing counseling skills that image Christ's care of us to others.