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## CO 655 Counseling Relations: Process and Skills

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## **CO 655A COUNSELING RELATIONS: PROCESS AND SKILLS**

Anthony J. Headley, Ph.D., Instructor

Stanger Hall 404

Wednesday 8:00-10:45 am

### **DRAFT**

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### **INTRODUCTION**

This is the basic counseling course designed to provide students with a conceptual model and the communications tools necessary to facilitate the helping relationship. The course emphasizes therapeutic communication skills and client reactions/behaviors within a procedural framework that facilitate movement in the counseling relationship. The focus is on helping students gain a conceptual, observational and behavioral understanding of the varied skills. Thus, actual hands-on experience from all participants is expected.

### **GOALS**

As a result of completing this course, students shall:

1. Become acquainted with the interpersonal skills that facilitate the counseling relationship.
2. Gain opportunities to practice and develop these skills in class and in outside assignments.
3. Become acquainted with the process of therapy and the skills that are necessary to each stage of the process.

### **REQUIRED READINGS**

Egan, G.(2000). *The skilled helper*. (7th ed.). Monterey, CA: Brooks/Cole Publishing Co.

Hill, C. E., & O'Brien, K. M. (1999). *Helping skills: Facilitating exploration, insight, and action*. Washington, DC: American Psychological Association.

### **REQUIREMENTS**

1. Active participation in class sessions.

2. Since this is a laboratory learning experience, punctual class attendance is required. Students should only be absent in emergencies. The latter include illness, family death or similar unavoidable situations.
3. Each student will be expected to participate in a triad (i.e., a group comprised of three persons) to facilitate practicing of the skills learned in class. These groups will be expected to meet for a minimum of 12 hours during the semester. These hours are best spent on a weekly basis for approximately 70-75 minutes (1 hour and ten/fifteen minutes). This time is intended for the practice of the counseling skills. In such meetings two persons will serve as a counselor and counselee and the third person as the observer. The roles will switch throughout practice time. The observer will give feedback to the counselor by means of the ***Helping Skills and Client Reaction Documentation Form***. An outline for 12 triad group sessions will be handed out at the beginning of the class. The practice sessions will either be drawn directly from or modified from various labs within the Hill & O'Brien text.
4. Each student will be responsible for 3 sessions with another student. The first and second sessions will be conducted live in class with a follow-up feedback session. In-class sessions will be approximately 20 minutes with 5-10 minutes of feedback. Meetings times for the other session should be arranged by the student. ***Counselees do not have to use real issues. You may choose to act out a fictional situation or one with which you are familiar. The choice of issues is fully up to your discretion.***
5. Each counselor will be expected to make and critique a typescript for two sessions. Each typescript should follow the guidelines noted below:

- Identify place and time of the session.
- Provide a brief overview of the issue(s) leading up to the session.
- Select 3 two-minute excerpts from the session. Choose excerpts where there is interaction between counselor and counselee. **(Use alternate names for the counselee).**
- Accurately label the following for each exchange:

**Counselor's Intention**—The counselor should remind her/himself of their experience in session and attempt to remember intention at the time (See ***Appendix A: Helper Intentions Lists in Hill & O'Brien***)

**Counselor's Intervention**—The counselor should label the type of helping skill used with client (See ***Appendix B: Helping Skills System in Hill & O'Brien***)

**Client Reaction/Behavior**—The counselor should infer or interpret client’s reaction/behavior to the intervention based on verbal response and tone (*See Appendices D and E: Client Reactions System and Client Behavior System in Hill & O’Brien*)

**Effects of Intervention**—The counselor should rate the effectiveness of intervention based on a 1 to 3 scale (1= very ineffective, 2= moderately effective, 3= very effective. See examples of 3-points scales for each helping skill in Hill & O’Brien)

- For each excerpt, critique your performance. Were you successful? How did your response facilitate the progress of the session? What did you like about what you did? What would you do differently?
- Provide concluding remarks about your performance as counselor. What are areas for growth, etc.
- Typescripts should be a maximum of 6 pages.

**Typescripts will be graded strictly along these criteria. An overview of the format is located at the end of this document.**

**Alternative to one of the typescripts:** *In place of one typescript, students may choose to do a counseling session observed and critiqued by a minimum of five other class members. Each observer will provide a one- page critique of the session. **The Counselor will also be expected to provide a one-page critique.** It is the responsibility of the designated counselor to arrange for the time and for the minimum of five observers.*

**NOTE: Because of the nature of this exercise, sessions will need to be taped. Rules regarding confidentiality apply. (All class work should follow rules of confidentiality). Tapes should be erased as soon as they are used. The first typescript or alternative project is due on November 19<sup>th</sup>. The second typescript is due on December 3<sup>rd</sup>.**

6. Each counselee will provide a 1-2 page reflection on their experience as clients.

## **EVALUATION**

Course grade will be determined in the following manner:

1. Quality participation in exercises in the class setting – 15 % of final grade
2. A mid-term on the course content - 30% of final grade
3. Typescript 1 or alternative - 20% of final grade

4. Typescript 2 or alternative - 20% of final grade
5. Triad work - 15% of final grade. Triad members will provide an evaluation of each other for the semester. Group member(s) with less than 12 hours of participation will be graded lower. A form will be provided toward end of semester to document evaluation. Feedback on assignments will be timely and substantive:

**Timely:** For assessments of student work during the course of the academic term, the expectation of “timely” feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment “B” builds on assignment “A,” assignment “A” should be returned before assignment “B” falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

**Substantive:** For assessments of student work during the course of the academic term, the expectation of “substantive” feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

## GRADE RANGES

A	93+	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	below 60

## COURSE SCHEDULE\*

- **Week 1 – September 8, 2004**

Organization of Class and Triads

Reflections on Integration of Counseling and Christian Faith: Trinitarian Thought and Personhood.

Class Purpose, Counseling Defined and Differing Emphases

Three-Stage Model of Helping—Hill & O’Brien (Process/Interpersonal Emphasis)

The Stages in the Helping Process—Egan (Content/Action Emphasis)

### READ:

**Hill & O’Brien- Chapters 1 & 2**

**Egan- Chapters 1 & 2**

- **Week 2 - (September 15)**

Essential Components of All Three-Stages  
The Process of Helping—Background Variables, Context Variables, Moment-by-Moment Interactions, Client’s External World and Client-Perceived Outcome  
Demonstration of Moment-by-Moment Interactional Sequence and Class Discussion  
Values and Ethics in Helping

**READ:**

**Hill & O’Brien- Chapters 3 & 4**  
**Egan– Chapter 3**

• **Week 3 – (September 22)**

Basic Helping Skills in the Exploration Stage/Story Telling Phase of Counseling:  
Attending and Listening—ENCOURAGES (Demonstration and Class Discussion)  
Restatement (Paraphrase and/or Summarize) (Video: Basic Attending Skills; Basic and Practice Exercises)  
Open Questions (Video and Practice Exercises)  
Reflection of Feelings (Video and Practice Exercises)  
Additional Skills: Information about Process, Approval and Reassurance, Closed Questions, and Self-Disclosures for Exploration

**READ:**

**Hill & O’Brien- Chapters 5 - 11**  
**Egan- Chapters 4 – 7**

• **Week 4 – (September 29)**

Helping Skills in the Insight Stage of Counseling:  
Challenge (Video and Practice Exercises)  
Interpretation (Video and Practice Exercises)  
Self-Disclosure (Video and Practice Exercises)  
Immediacy (Video and Practice Exercises)

**READ:**

**Hill & O’Brien- Chapters 12 – 17**  
**Egan- Chapters 8 - 11**

• **Week 5 – (October 6)**

Helping Skills in the Action/Preferred Scenario & Action Strategies Stages of Counseling:  
Information (Video and Practice Exercises)  
Direct Guidance (Video and Practice Exercises)

Steps of the Action Stage: Explore Action, Assess what has been done before, Set specific goals, Brainstorm, Explore options, Decide of actions, Implement actions, Modify actions based on experience, Give feedback.

**READ:**

**Hill & O'Brien- Chapters 18 - 21**

**Egan- Chapters 12 – 18**

- **Week 6 – (October 13)**

Conducting an Initial Session

Observation of an Initial Session

Reluctance and Resistance in Initial Session and Throughout Counseling Relationship

*In-class counseling Sessions*

- **Week 7 – (October 20)**

MID-TERM EXAM (One hour and thirty minutes)

*In-class counseling Sessions*

- **Week 8 – (October 27)**

**READ:**

**Hill & O'Brien- Chapter 22**

**Egan- Chapter 19**

*In-class counseling Sessions*

- **Week 9 – (November 3)**

*In-class counseling Sessions*

- **Week 10 – (November 10)**

*In-class counseling Sessions*

- **Week 11 – (November 17)**

*In-class counseling Sessions*

- **Week 12 – (November 24)**

**FALL READING WEEK**

- **Week 13 – (December 1)**

- **Week 14 – (December 8)**

*In-class counseling Sessions*

- **Week 15 – (Wednesday, December 15, 2004 at 8-10am)**

**Exam Week – No Final Exam in this class. We may utilize this time for possible In-class counseling Sessions as needed.**

## Outline Format for Typescripts

### Background Information

1. Identify place and time of the session.
2. A brief overview of the issue(s) leading up to the session.

### Excerpt 1

3. Briefly provide information that sets the excerpt in context (e.g. what occurred immediately before the excerpt).
4. Excerpt1 Verbatim

Rate **each** counselor's response according to intention, intervention (i.e. is it feeling reflection, restatement etc.), and the effect of the intervention. This rating and labeling should immediately follow each counselor statement

- a. **Counselor's Intention**—The counselor should remind her/himself of their experience in session and attempt to remember intention at the time (*See Appendix A: Helper Intentions Lists in Hill & O'Brien*)
- b. **Counselor's Intervention**—The counselor should label the type of helping skill used with client (*See Appendix B: Helping Skills System in Hill & O'Brien*)
- c. **Effects of Intervention**—The counselor should rate the effectiveness of intervention based on a 1 to 3 scale (1= very ineffective, 2= moderately effective, 3= very effective. See examples of 3-points scales for each helping skill in Hill & O'Brien)

Use the following to rate the client's response (Should come after the client's statement)

- d. **Client Reaction/Behavior**—The counselor should infer or interpret client's reaction/behavior to the intervention based on verbal response and tone (*See Appendices D and E: Client Reactions System and Client Behavior System in Hill & O'Brien*)

### 5. Critique your performance in excerpt 1

- To critique your performance you may wish to consider the following questions: Were you successful? (did you actually get the response that you intended?) How did your response facilitate the progress of the session? What did you like about what you did? What would you do differently?

## **Excerpt 2**

6. Provide a brief statement that provides a context for excerpt 2.
7. Excerpt 2 Verbatim
  - Repeat the same format used in excerpt 1 in excerpt 2. (a-d)
8. Critique your performance in excerpt 2.

## **Excerpt 3**

9. Provide a brief statement that provides a context for excerpt 3.
10. Excerpt 3 Verbatim
  - Repeat the same format used in excerpt 1 in excerpt 3.
11. Critique your performance in excerpt 3.

## **Conclusion**

12. Provide concluding remarks about your overall performance as counselor (based on your observations, patterns gleaned through each excerpt etc.) For example, what are some areas for growth, etc.

**\*Instructor reserves the right to change this schedule of class topics and assignments any time during the semester.**