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# CO 655 Counseling Relationship: Process and Skills

Stuart L. Palmer

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# **CO 655 Counseling Relationship: Process and Skills**

**Fall, 2003**

**Wednesday (1:00-3:45pm)**

**3 Semester Units**

**Class Room: Stanger Hall #404 (SH #404)**

**Anticipated Class Enrollment: 15 students**

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## **Course Description:**

This is the basic counseling course designed to provide students with conceptual models and the communication tools necessary to facilitate the helping relationship. The course places a great deal of emphasis on therapeutic communication skills and client reactions/behaviors within a procedural framework for bringing about movement in the counseling relationship. The focus is on helping students gain a conceptual, observational and behavioral understanding of the counseling process and varied skills.

## **Course Objectives:**

Upon completion of this course, the student will be able to:

- Articulate a conceptual and procedural model for facilitating the helping relationship.
- Articulate and demonstrate general therapeutic interpersonal skills that facilitate the counseling relationship.
- Articulate the counseling process in terms of the necessary skills to be used at the various stages of the process.
- Demonstrate therapeutic interpersonal understanding and skills in live class role-plays.

## **Modes of Instruction:**

This course will be taught using three modes of instruction: 1) The class will meet together as one large group for some levels of instruction, interaction, demonstration and discussion; 2) The class will be organized into triads teams (3 students) to practice outside of class counseling processes and skills; 3) The class will be organized into dyads teams (2 students) that will work together on presenting live role-plays in and outside class sessions.

## **Required Course Texts:**

Egan, G. (2001). *The skilled helper*. 7<sup>th</sup> 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.

## **Means of Student Evaluation:**

Each student is expected to attend all classes and participate in all class related activities and discussions. Students should only be absent in emergencies—illness, family death or similar unavoidable situations. Emergencies DO NOT include attending to church work or other employment. Poor attendance will negatively impact your final grade.

#### **Course Policies—**

- All written work should be produced with a standard 12-point font, typed, double-spaced with a one-inch margin. Typescripts should also conform to the style and form presented in class.
- Students should submit written work on time; late papers will receive no written comments and the grade will be reduced.
- Incompletes denote that the work of a course has not been completed due to an unavoidable emergency, which does NOT include delinquency or attending to church work or other employment. Please plan your time accordingly.

#### **1) Triad Skills Practice (10 % of final grade).**

Each student will be expected to participate in a triad (i.e., a group 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 outside class 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 can 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” in terms of expectations noted in the outline for triad sessions. The outline for 12 triad group sessions entitled “CO 655 Triad Exercises” 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. Each student will be asked to complete a confidential “Triad Evaluation Form” to determine the grade for this component of the class.

#### **2) Class Skills Practice and Response to Live Role-plays (20 % of final grade).**

The class functions as a “laboratory experience”. Participation is an essential element for learning. Thus, each student will be expected to engage in class skills practice and discussions. Also, students will be expected to observe live role-plays, complete “Helping Skills and Client Reaction Documentation Form” for each “counselor”, and provide verbal feedback. Students will be evaluated in terms of both quantity and quality of class participation.

#### **3) Mid-Term Examination (30 % of final grade). (Scheduled October 15<sup>th</sup>).**

Each student will be expected to take a mid-term exam covering lectures, demonstrations as well as the content of both the Egan and Hill & O’Brien texts. The exam will include short answer, multiple-choice, and case study items.

#### **4) Two Typescripts (40 % of final grade). (1<sup>st</sup> Typescript Due on November 19<sup>th</sup>. 2<sup>nd</sup> Typescript Due on December 10<sup>th</sup>).**

Each student will be expected to participate in a dyad (i.e., a group comprised of two persons) to engage in three (3) 20-minute role-play counseling sessions with another student. Each student will be expected to play the role of the “counselor” three (3) times and the “counselee” three (3) times. The first and second 20-minute sessions will be conducted live in class with follow-up feedback for approximately 10 minutes. The third 20-minute session will be conducted outside class and at the discretion of dyad members. Each of the three 20-minute sessions must be audio taped for the purpose of typescripts. Each “counselor” will be expected to make and critique a typescript from two (2) of the three dyad counseling sessions. These typescripts are taken from selected portions of two of the tape recorded sessions. Each student will be provided clear guidelines for typescript expectations and criteria for grading. These guidelines and criteria are presented on the page entitled, “Expectations and Grading Criteria for CO 655 Typescripts”.

**NOTE:** “Counselees” do not have to use real issues. The “counselee” may choose to act out a fictional situation or one with which he/she is familiar. The choice of issues is fully up to the “counselee’s” discretion. **Rules regarding confidentiality apply. All class work should follow rules of confidentiality. Tapes should be erased as soon as they are used.**

### **5) Review Meeting with Dr. Palmer (Required—To be arranged).**

Each student will have a brief meeting—approximately 20-minutes—with Dr. Palmer at the end of the semester. The meeting is for the purpose of: 1) giving the student personal feedback on his/her development as a counselor; 2) receiving critique from the student regarding class texts, instruction, content and process.

### **6) Reflection Paper on Student’s Experience in the Role of a Client (Required- - Due on December 10<sup>th</sup>).**

Being a “counselee” can provide opportunities to learn aspects of the counseling process (i.e., that which is helpful or unhelpful, that which facilitates or does not facilitate the counseling process, etc.) that can easily be missed or unappreciated when only in the role of the “counselor”. Thus, each student will be expected to submit a 2-page reflection paper on his/her experiences of role-playing a “counselee/client” in and outside class.

## **Course Schedule\***

### **Week 1 – (September 3<sup>rd</sup>)**

Organization of Class and Dyads & 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 10th)**

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 17th)**

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 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 24<sup>th</sup>)**

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 1<sup>st</sup>)**

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 8<sup>th</sup>)**

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 15<sup>th</sup>)**

MID-TERM EXAM (One hour and thirty minutes)

*In-class Counseling Sessions*

### **Week 8 – (October 22<sup>nd</sup>)**

**READ:**

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

**Egan- Chapter 19**

*In-class Counseling Sessions*

### **Week 9 – (October 29<sup>th</sup>)**

*In-class Counseling Sessions*

### **Week 10 – (November 5<sup>th</sup>)**

*In-class Counseling Sessions*

**Week 11 – (November 12<sup>th</sup>)**

*In-class Counseling Sessions*

**Week 12 – (November 19<sup>th</sup>)**

Reflections on Integration of Counseling and Christian Faith: Psychological and Spiritual Aspects of Persons and Psychospiritual Care

*In-class Counseling Sessions*

**Week 13 – (November 26<sup>th</sup>)**

FALL READING WEEK

**Week 14 – (December 3<sup>rd</sup>)**

*In-class Counseling Sessions*

**Week 15 – (Wednesday, December 10, 2003 at 1-3pm)**

Exam Week – No Final Exam in this class.

*Possible In-class Counseling Sessions*

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

