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CO 655 Counseling Relationship: Process and Skills

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Area of Counseling and Pastoral Care
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Office Hours: By appointment
2:30 - 5:15 PM
Office: 232
Limit: 15

Class Time: T

Enrollment

Course Description:

This is a fundamental counseling course designed to provide students with a conceptual model and the communication 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. Special attention is given to listening well and producing the appropriate responses to enhance the quality and the effectiveness of the therapeutic "dance". The focus is on helping students gain a conceptual, observational and behavioral understanding of the varied skills, as they practice them. Thus, actual hands-on experience from all participants is expected.

Course Goals:

At the end of this course, you should be able to:

1. Become aware of the interpersonal skills that facilitate the counseling relationship;
2. Gain experience from the various opportunities to practice and develop these skills offered in class and in outside assignments;
3. Be familiar with the process of therapy and the skills that are necessary to each stage of the process.

Required Texts:

- Egan, G. (2007). *The skilled helper: A problem-management and opportunity-development approach to helping*. (8th ed.). Belmont, CA: Brooks/Cole Publishing Co.
- Hill, C. E. (2005). *Helping skills: Facilitating exploration, insight, and action* (2nd. ed.). Washington, DC: American Psychological Association.
- Knapp, Herschel. (2007). *Therapeutic Communication: Developing professional skills*. Thousand Oaks, CA: Sage Publication, Inc.
- Nichols, M. P. (1996). *The Lost Art of Listening: How learning to listen can improve relationships*. New York: The Guilford Press.

Recommended Texts:

CO 655 COUNSELING RELATIONS: PROCESS AND SKILLS

American Psychological Association (2001). Publication Manual of the American Psychological Association (5th ed.). Washington, DC: American Psychological Association.

Course Policies:

All students are responsible for ordering their textbooks online or from another source. Some possible online sources are: www.cokesbury.com, www.amazon.com, www.christianbook.com, or www.bookfinder.com. If you need assistance or have any questions please contact Kandace Brooks at 407-482-7584.

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes or reading materials for the class. Activities like checking e-mail, chatting or browsing the net during class time are not allowed.

The class content will include delicate material that may evoke different feelings to different people regarding personal experiences with trauma, abuse, etc. I encourage you to excuse yourself from the class if the material being covered through discussions or videos affects you negatively.

Attendance: If you miss more than 9 hours of class [the equivalent of 3 weeks of class] throughout the semester for any reason, you will not receive a passing grade.

Late assignments: A late paper is one submitted after the specified due date without prior permission. A new due date must be requested at LEAST 48 hours in advanced. Late papers receive a grade, but no feedback. Late papers are penalized with 1/3 grade reduction for each late week.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). Penalties for academic dishonesty may include failing the student for the course. For more details refer to Asbury Seminary catalog.

Course grading:

A	95+	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	below 60

Course Requirements:

1. Active participation in class sessions. Students are expected to be ready for class by having material read and being willing to interact in class discus-

sions and activities. Students should be also ready to volunteer for role-plays. 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, work-related reasons will not be considered as an emergency.

2. Ten (3-page) response/evaluation papers on your readings from the Therapeutic Mastery text (15%). Each response should include one or two chapters of the book. In this assignment, the student should not simply repeat what the text says. Rather, the student should interact with the material. *Such interaction would include the following suggestive areas: The student's cognitive and emotional reaction to the material; any agreement or disagreements with the author's position; any new insights gained from the material; behavioral responses to the material (that is, what the student might do differently as a result of reading the material); Christian response to the material; how the material corresponds to or differs from the student's experience; and how the material might be meaningfully applied within a group context. **These papers should be submitted electronically.***

A "C" grade paper: Largely repeats in new form what was read, without any meaningful interaction.

A "B" grade paper: Provides interaction around at least a couple of the areas mentioned above in italics or similar areas of consideration.

An "A" paper: Provides significant interaction with the material including 3 or more of the areas mentioned above in italics.

3. Each student will be expected to participate in a diad (i.e., a group comprised of two persons) to facilitate practicing of the skills learned in class. These groups will be expected to meet for a minimum of 12 sessions during the semester. These sessions are best spent on a weekly basis for approximately 70-75 minutes. This time is intended for the practice of the counseling skills. In such meetings the two persons will serve as a counselor and counselee. The roles will switch throughout practice time. The practice sessions could either be drawn directly from or modified from various labs within the Hill text.

4. Each student will be responsible for 3 sessions with another student (a different diad). Two sessions will be conducted outside of class. The two sessions out of class should be videotape-20 to 25 minute-sessions, which will result in papers, 4-5 pages long. A room in the second floor is available for this exercise; otherwise, students should make their own room and videotape equipment arrangements (possible video formats should be discussed with instructor). Meeting times for these sessions should be arranged by the student. Students need to schedule their first session not later than the first week of October, and their second session not later than the last week of November. One session (third one) will be conducted live in class with a follow-up feedback session. In-class sessions will be approximately 25 minutes with 5 minutes of feedback. **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.**

The 4-5 page papers for the videotape sessions should address the student's performance (as a counselor) following the Self-Evaluation Guidelines in pages 158-159 in Knapp's book.

The papers are due on October 14 and Dec 2.

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5. In addition, each counselor will be expected to make and critique a typescript for **the second videotape session**. The typescript should follow the guidelines noted below:

5.1 Identify place and time of the session.

5.2 Provide a brief overview of the issue(s) leading up to the session.

5.3 Select 3 two-minute excerpts from the session. Choose excerpts where there is interaction between counselor and counselee. (**Use alternate names for the counselee**).

5.4 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

Counselor's Intervention—The counselor should label the type of helping skill used with client.

Client Reaction/Behavior—The counselor should infer or interpret client's reaction/behavior to the intervention based on verbal response and tone.

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).

5.5 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?

5.6 Provide concluding remarks about your performance as counselor. What are areas for growth, etc.

5.7 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.

NOTE: Rules regarding confidentiality apply. (All class work should follow rules of confidentiality). The typescript is due on Dec 2.

Evaluation:

Course grade will be determined in the following manner:

1. Quality participation in exercises in the class setting - 10 % of final grade
2. A mid-term on the course content - 20% of final grade
3. Ten (three-page long) reaction papers on your readings of Nichols' book - 15 % of final grade
4. 4-5 page paper on sessions 1 & 2- 25% of final grade
5. Typescript - 10% of final grade
6. Diad work - 20% of final grade. Group member(s) with less than 12 hours of participation will be graded lower (by 1/3).

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

Date	Con- tent	Read- ings
Sep. 2	Organization of Class and Diads; Counseling defined; Integration; Three-Stage Model of Helping; The Stages in the Helping Process;	Hill, Chapters 1 & 2; Egan, Chapters 1 & 2; Knapp, Chapter 1
Sep. 9	Essential Components of All Three- Stages; The Process of Helping; Demonstration and Class Discussion; Values and Ethics in Helping;	Hill, Chapters 3 & 4; Egan, Chapter 3; Knapp, Chap- ter 1
Sep. 16	Basic Helping Skills in the Explo- ration Stage/Story Telling Phase of Counseling; Additional Skills;	Hill, Chapters 5 - 11; Egan, Chapters 4 - 7; Knapp, Chapters 2
Sep. 23	Helping Skills in the Insight Stage of Counseling; Empathy	Hill, Chapters 12 - 17; Egan, Chapters 8 - 11; Knapp, Chapter 3
Sep. 30	Helping Skills in the Ac- tion/Preferred Scenario & Action Strategies Stages of Counseling; Emotional Reactivity	Hill, Chapters 18 - 21; Egan, Chapters 12 - 18; Knapp, Chapter 4
Oct. 7	Counselor Tasks in the Initial Ses- sion; Observation of an Initial Session; Listening in Context; In- class counseling Sessions	Knapp, Chapter 5
Oct. 14	Mid-Term Exam (1 hr.); In-class counseling Sessions	
Oct. 21	Reluctance and Resistance in the counseling process; In-class coun- seling Sessions	Hill, Chapter 22; Egan, Chapter 19
Oct. 28	The Self-reflection Process: In- class counseling Sessions	
Nov. 4	In-class counseling Sessions	

Date	Con- tent	Read- ings
Nov. 11	Characteristics of Effective Work; In-class counseling Sessions	
Nov. 18	Identifying Mistakes in counseling; In-class counseling Sessions	
Nov. 25	Reading week	
Dec. 2	The Termination Process; In-class counseling Sessions	
Dec.9	Finals week	

Outline Format for Typescripts

Typescripts will be strictly graded along these criteria. There will be grade reductions where the format is not followed.

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. Excerpt 1 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
- b. Counselor's Intervention**–The counselor should label the type of helping skill used with client.

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)

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.

An Example: CO = counselor, CL= client

CO1: What brings you to counseling today (get information, open question, 3)

CL1: *I have been having a terrible time for the past couple of weeks. I have been crying all the time. For some reason, I just can't seem to stop crying. I am usually a pretty happy person so this change really has me worried. It's also starting to worry my spouse. (recounting)*

CO2: Besides the crying, what else have you noticed that's different? (get info, open question, 3)

CL2: *Well, I have not been very pleasant to be around. I am pretty irritated most of the time. In fact, I don't even want to be around people as before and I just don't seem to get any pleasure out of things I love. For example, I love Kentucky basketball but I haven't even bothered to watch any games the last few weeks. I just don't care anymore. (recounting)*

Each excerpt should be 2-3 minutes in length or have 4-5 significant interactions.

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.