CO 655 Counseling Relationship: Process and Skills

Anthony J. Headley

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Course: CO655 W2 (SP 2009)
Title: Counseling Relationships: Process/Skills
Hours: 3.00
Published: Yes, on 02/04/2009
Prerequisites:
  CO601

Department: Counseling
Faculty: Dr. Tony Headley

Email: tony.headley@asburyseminary.edu
Office: SH
SPO: 925

Meetings:
During 02/09/2009 to 05/22/2009 on Wednesday from 1:00p to 3:45p in SH404.

Maximum Registration: 15
Catalog Description: Blends counseling process theory with practice. Students are introduced to the counseling process through readings, lectures, and a video practicum. Attending, responding, and initiating skills are taught. A laboratory experience for evaluating student's counseling is part of the course. Enrollment is limited to students in the M.A. Counseling programs. Others with permission of instructor.

Objectives:

CO 655A COUNSELING RELATIONS: PROCESS AND SKILLS

Anthony J. Headley, Ph.D., Instructor

Stanger Hall 404
Wednesday 1:00-3:45 pm

Office: 410 Stanger Hall
Office hours: Tuesdays: 9:00-11am; Thursdays 9:00-11:00am
Phone: 858-2267

E-mail:
tony_headley@asburyseminary.edu

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. 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


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 text. The triad rating form which is posted in the class folder on should be completed by the triad (1 per triad). Due May 13.

4. Each student will be responsible for 3 sessions with another student. One session will be conducted outside of class and two will be in class. The in-class sessions will range from 20-30 minutes with 5 minutes of feedback. The first session will be in class. Once the first session is completed, student counselors can proceed to the out of class session. The out of class session should be at least 45 minutes in length. Meetings times for these sessions should be arranged by the students paired for counseling. *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.* Please bring a recording device (audio or video) for recording the session when you are serving in the
role of the counselor.

5. A 4-5 page paper which reviews the student’s performance is required for this class. This paper will normally be completed based on the second session. I do not recommend completing this paper based on the first session. **Change the name of the client in the paper.** The paper should address the student’s performance in the following areas:

- Counselor’s ability to get the story.
- The counselor’s use of the SOLER skills and the ability to develop rapport with the client; identify strengths and weaknesses.
- The counselor’s use of the verbal skills; identify strengths and weaknesses.
- How counselor will address the weaknesses identified in the session.

**The paper is due on April 22nd.**

6. Each counselor will be expected to make and critique a typescript for one session (either session 2 or 3). The 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.
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).

· 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.

NOTE: Because of the nature of this exercise, sessions will need to be taped or videotaped. Video tapes facilities are available in the Student Lounge that adjoins SH 404. Rules regarding confidentiality apply. (All class work should follow rules of confidentiality). Tapes should be erased as soon as they are used. The typescript is due on May 6.

7. Each counselee will provide a 1-2 page reflection on their experience as clients and is due on May 13.

8. The class requires 1200 pages of reading. This total includes the class texts. Students should provide a reading report which includes bibliographic data and a total page count. Failure to complete the reading will lead to overall grade reduction. Due May 13.
Online Section Descriptions and Communication Guidelines

The Virtual Classroom is built upon the open-source Moodle platform. By logging into http://one.asburyseminary.edu and clicking on the Virtual Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The Course Information Center contains many features to be used throughout the semester:
   a) Course News and Announcements, where I will post items important for the entire class;
   b) Syllabus, where a copy of the syllabus is provided;
   c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately;
   d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
   e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
   f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. Modules, which are located below the Course Information Center, will contain forums where group
discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

**Virtual Support Contact Information**

For **technical support, library research support, library loans, and Virtual media** contact Information Commons: [Info_Commons@asburyseminary.edu](mailto:Info_Commons@asburyseminary.edu) Phone: (859) 858-2233; Toll-free: (866) 454-2733

For **general questions and administrative assistance regarding the Virtual program**, contact Dale Hale: [ExL_Office@asburyseminary.edu](mailto:ExL_Office@asburyseminary.edu) Phone: (859) 858-2393

**Accessing Information Commons Materials**

1. **General Questions:**
   
a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: [http://www.asburyseminary.edu/information/hours.htm](http://www.asburyseminary.edu/information/hours.htm)

2. **Materials Requests:**
   
a. To search the library catalog for available materials, click here:
   
   [http://www.asburyseminary.edu/information/index.htm](http://www.asburyseminary.edu/information/index.htm)

   b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary’s Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

   c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. **Research Questions:**
   
a. Virtual students are encouraged to contact the Information Commons for research assistance including
help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

   a. To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu/information/index.htm and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0’s to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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 - 35% of final grade. April 8.

3. 4-5 page paper on session 1- 15% of final grade Due April 22.

4. Typescript 2 or alternative - 25% of final grade Due May 6.

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. The triad rating form provided in the class folder should be used to document completion of this requirement. Report Due May 13

6. A reading report which includes bibliographic data and a total page count is due on May 13. Failure
to complete 1200 pages will lead to grade reduction.

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**

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**COURSE SCHEDULE***

- Week 1 – February 11
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 (Process/Interpersonal Emphasis)

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

READ:

Hill - Chapters 1 & 2

Egan - Chapters 1 & 2

• **Week 2 – February 18**

  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 - Chapters 3 & 4

  Egan – Chapter 3

• **Week 3 – February 25**
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)

**READ:**

Hill- Chapters 5 - 11
Egan- Chapters 4 – 7

**Week 4 – March 4**

- Additional Skills: Information about Process, Approval and Reassurance, Closed Questions, and Self-Disclosures for Exploration
- Helping Skills in the Insight Stage of Counseling:
  - Challenge (Video and Practice Exercises)
  - Interpretation (Video and Practice Exercises)

**READ:**

Hill- Chapters 12 – 17
Egan- Chapters 8 - 11

**Week 5 – March 11**

- Self-Disclosure (Video and Practice Exercises)
- Immediacy (Video and Practice Exercises)
Helping Skills in the Action/Preferred Scenario & Action Strategies Stages of Counseling:

Information (Video and Practice Exercises)

READ:

Hill- Chapters 18 - 21
Egan- Chapters 12 – 18

· **Week 6 – March 18**

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.

· **Week 7 – March 25**

Counselor Tasks in the Initial Session

Observation of an Initial Session

**In-class counseling Sessions**

· **Week 8 – April 1 Spring Reading Week**

· **Week 9 – April 8**
MID-TERM EXAM (One hour and thirty minutes)

READ:

Hill- Chapter 22
Egan- Chapter 19

Reluctance and Resistance in the counseling process

**In-class counseling Sessions**

· **Week 10 – April 15**

  The Self-reflection Process: Writing the Typescript

**In-class counseling Sessions**

· **Week 11 – April 22**

  Characteristics of Effective Work

**In-class counseling Sessions**

· **Week 12 – April 29**

  Identifying Mistakes in counseling
In-class counseling Sessions

- **Week 13 – May 6**

  Identifying Mistakes in counseling

In-class counseling Sessions

- **Week 14 – May 13**

  The Termination Process

In-class counseling Sessions

- **Week 15 – (Wednesday, December 10, 2008 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

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. 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.

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)

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.


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.