

## Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

---

Syllabi

eCommons

---

1-1-2005

# CO 655 Counseling Relations: Process and Skills

Anthony J. Headley

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

---

### Recommended Citation

Headley, Anthony J., "CO 655 Counseling Relations: Process and Skills" (2005). *Syllabi*. Book 2773.  
<http://place.asburyseminary.edu/syllabi/2773>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact [thad.horner@asburyseminary.edu](mailto:thad.horner@asburyseminary.edu).

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

Anthony J. Headley, Ph.D., Instructor

Stanger Hall 404

Wednesday 8:00-10:45 am

Office: 410 Stanger Hall

Office hours: Tuesdays: 9:30-11am; 1-2pm; Wednesdays 11am-12noon

Phone: 858-2267

E-mail: [tony\\_headley@asburyseminary.edu](mailto: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 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. (2005). *Helping skills: Facilitating exploration, insight, and action* (2<sup>nd</sup>. ed). 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 text.
4. Each student will be responsible for 3 sessions with another student. Two sessions will be conducted outside of class. The first session should be a minimum of 20 minutes and will result in a 4-5 page paper. The second out of class session will be 45 minutes in length. Meetings times for these sessions should be arranged by the student. One session will be conducted live in class with a follow-up feedback session. In-class sessions will be approximately 30 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.*
5. The first session conducted outside of class will lead to a 4-5 page paper that reviews the student's performance. 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 November 16<sup>th</sup>.**
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 December 7<sup>th</sup>.**

7. 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 – 10 % of final grade
2. A mid-term on the course content - 35% of final grade
3. 4-5 page paper on session 1- 15% of final grade
4. Typescript 2 or alternative - 25% 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 7, 2005**

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 - (September 14)**

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 – (September 21)**

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

• **Week 4 – (September 28)**

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

• **Week 5 – (October 5)**

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- Chapters 18 - 21**

**Egan- Chapters 12 – 18**

- **Week 6 – (October 12)**

Counselor Tasks in the Initial Session

Observation of an Initial Session

*In-class counseling Sessions*

- **Week 7 – (October 19)**

MID-TERM EXAM (One hour and thirty minutes)

*In-class counseling Sessions*

- **Week 8 – (October 26)**

**READ:**

**Hill- Chapter 22**

**Egan- Chapter 19**

Reluctance and Resistance in the counseling process

*In-class counseling Sessions*

- **Week 9 – (November 2)**

The Self-reflection Process: Writing the Typescript

*In-class counseling Sessions*

- **Week 10 – (November 9)**

*In-class counseling Sessions*

- **Week 11 – (November 16)**

Characteristics of Effective Work

*In-class counseling Sessions*

- **Week 12 – (November 23)**

**FALL READING WEEK**

- **Week 13 – (November 30)**

Identifying Mistakes in counseling  
*In-class counseling Sessions*

- **Week 14 – (December 7)**

The Termination Process  
*In-class counseling Sessions*

- **Week 15 – (Wednesday, December 14, 2005 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)

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.**