



Helping Relationships [Methods & Techniques in Counseling]

COU/PSY 6503

Total Credit Hours: 3

Instructor:

Course Description

This course will provide the student with a framework for understanding the counseling relationship from initial interview to termination, as well as an opportunity to practice skills, methods, and techniques associated with effective process and outcome. Additionally, the course is designed to enhance self-awareness and promote self-understanding.

Rationale for Course

The primary focus of this course is to develop skills and competencies needed to be successful in clinical coursework, including practicum and internship. The student will also learn to apply concepts derived from theory courses and exercise professional judgment. This course will help to transform abstract ideas into direct, concrete techniques in ethical, professional counseling practice.

Learning Objectives

On completion of this course, the student should be able to do the following:

- A. Describe counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, as well as verbal and nonverbal behaviors;
- B. Demonstrate essential interviewing and counseling skills so that the student can develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship;
- C. Conceptualize client presentation through the application of major theoretical models and select appropriate counseling interventions;
- D. Discuss the family systems perspective and its application in assessment and treatment;
- E. Describe a general framework for understanding and practicing consultation;
- F. Integrate technological strategies and applications within counseling and consultation processes;
- G. Develop increasing self-awareness so that the counselor-client relationship is therapeutic, and the counselor maintains appropriate

professional boundaries, as well as high ethical and legal standards for practice; and

- H. Describe crisis and suicide prevention models and develop a general framework for working with clients in crisis and suicidal clients

To address these objectives, each week we will focus on developing competencies. Students will use case studies, role plays, and videoed practice to acquire basic listening microskills. Students will be encouraged to formulate their own personal style of counseling.

Course topics:

- Foundations of Counseling & Multicultural Implications
- Observation Skills
- Microskills for rapport building
- Attending to Emotions
- Active listening & response
- Effective use of questions
- The Five Stage Model & Listening Sequence
- Broadening the context & perspectives through focusing
- Interpretation & Reframing
- Effective Confrontation
- Stress management & encouraging resiliency

Prerequisites

Graduate Standing

Instructional Materials

- a. *Supervision Assist Software*
- b. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional Interviewing and counseling: Facilitating client development in a multicultural society (9th edition)*. Cengage Learning. ****This textbook is required for the class.***
- c. American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.

Methods of Instruction

Instructional methods for this course may include:

- A. Interactive lecture
- B. Discussion

- C. Case study
- D. Demonstration
- E. Audio-visual recording and presentation
- F. Group work
- G. Dyadic work and role play
- H. Student presentation
- I. Computer application
- J. Research and analysis
- K. Written assignment
- L. In-class exercise
- M. Personal reflection

Methods of Evaluation

Readings should be completed prior to their due date, since they will form the basis of classroom discussions. Required practice in this course include reading, researching, writing, in-class and out-of-class assignments, case presentations, classroom discussions, role-plays, and recordings. Assignment instructions related to this course can be found in this syllabus in Appendix 2.

Evaluation of written work will be based in part on:

- 1)The appropriateness of your written assignment based on the assignment instruction
- 2)Indicated knowledge and extensiveness of material covered in the written assignment
- 3)Abiding by format requirements, if applicable (length, APA guidelines, font)
- 4)Evidence of scholarly research, if applicable.
- 5)The completeness of the written assignment
- 6)Evidence of scholarly writing (i.e. syntax, grammar, punctuation, voice, etc.)
- 7)Your following instructions for assignment

Key Performance Indicators (KPI's): Key performance indicator assignments are integrated throughout the curriculum in all master's level counseling programs. These assignments are meant to check your academic progress throughout your time in the program & help prepare you for the CPCE/NCE core areas. All students must earn a satisfactory score on any assignment labeled as a KPI. If you do not earn a satisfactory score, you are required to repeat the assignment per the Department of Counseling. If you do not earn a satisfactory score on the second attempt, you will be placed on a formal academic remediation plan.

4 Video Recordings	400 points or 100 points each
Weekly Activities/Attendance	100 points
2 Transcript Assignments	100 points or 50 points each
Self-evaluation paper (KPI)	200 points

Exams	200 points or 100 points each
TOTAL	1000 points

Grading scale:

940-1000 = A

870-930 = B+

800-860 = B

730-790 = C+

660-720 = C

590-650 = D

580 and Below = F

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/mcsyllabus>.

Grading Policy

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.

Additional Course Policies

- **ATTENDANCE:** Class attendance is an essential part of college education and students are expected to attend regularly and punctually. Individuals learn through active participation and involvement. There will be experiential components of this course. Cumulative absences will result in a lowered grade or loss of credit for the course.
 - **Four (4) class absences will lead to mandatory failure** during regular spring and fall semesters. **Two (2) class absences will lead to mandatory failure** during the 10-week summer term. Attendance is taken at the beginning of class. **Tardiness is also subject to penalty, as is any failure to complete required class work on time.** Class attendance/participation is required, and accurate records are kept. **Students are expected to attend class beginning with the first class meeting.** Students who have not attended class within 14 calendar days of the first day of class for full semester classes will be administratively dropped from class.

<http://catalog.mc.edu/content.php?catoid=22&navoid=1184>

- o All absences must be made up at the discretion of the faculty supervisor.
- Applicable CACREP 2016 Standards can be found in Appendix 1 of this syllabus
- **SPECIAL NOTE ON COMPUTER AND CELLPHONE USE:** Learning science has shown the importance of being present in the learning environment not only physically and academically, but also interpersonally and intrapersonally. Computer screens can be a barrier to fully engaging in the construction of knowledge. During class, therefore, laptops will only be allowed for taking notes. Please refrain from using computers for surfing the Internet, instant-messaging, e-mail, etc. The use of cell phones during class is strictly prohibited. If you must carry these items on your person, please turn them off or place them in silent mode. Recording or broadcasting live all or part of the class in any manner, such as audio or video recordings is strictly prohibited.

Best Practices

Mississippi College has a number of resources available for students to help students meet their academic, personal and professional goals, including but not limited to: Mississippi College Library, Mississippi College Writing Center, Student Success, Career Services, and Mental Health Services.

Course Outline / Schedule

<i>Date</i>	<i>Readings/Topics</i>	<i>Assignments DUE</i>
<i>Week 1</i>	<i>Introduction/Expectations of Class/ Introduction to Supervision Assist Software</i>	Syllabus
<i>Week 2</i>	Intentional Interviewing, Counseling, and Psychotherapy Ethics and Multicultural Competence	Chapter 1 Chapter 2
<i>Week 3</i>	Listening, Attending, and Empathy Observation skills	Chapter 3 Chapter 4
<i>Week 4</i>	Questions: Opening Communication Encouraging, Paraphrasing, and Summarizing	Chapter 5 Chapter 6
<i>Week 5</i>	Video Presentations Experiential learning/Review	Due: Video Recording 1
<i>Week 6</i>	Observing and Reflecting Feelings The Five-Stage Interview	Chapter 7 Chapter 8
<i>Week 7</i>	Video Presentations Experiential learning/Review	Due: Video Recording 2
<i>Week 8</i>	Mid-Term Exam	EXAM

<i>Week 9:</i>	Focusing the Counseling Session Empathic and Supportive Confrontation	Chapter 9 Chapter 10
<i>Week 10:</i>	Video Presentations Experiential learning/Review	Video 3 Recording Due Transcript 1 Due
<i>Week 11:</i>	Reflection of Meaning and Interpretation/Reframing Action Skills for Building Resilience and Managing Stress	Chapter 11 Chapter 12
<i>Week 12:</i>	Video Presentations Experiential learning/Review	Video 4 Due Due: Transcript 2
<i>Week 13:</i>	Action Skills for Building Resilience and Managing Stress Counseling Theory and Practice	Chapter 12 Chapter 13
<i>Week 14:</i>	Skill Integration, Determining Personal Style, and Transcendence Class wrap-up and reflection discussion	Chapter 14 Self-Evaluation Paper Due
<i>Week 15:</i>	<i>FALL SEMESTER</i> <i>THANKSGIVING BREAK</i> <i>NO CLASS</i>	<i>Self-Care; Psalm 107:1</i>
<i>Week 16:</i>	Final Exam	EXAM

Disclaimer

The instructor reserves the right to modify the schedule proposed in the syllabus as necessary. Modifications will be provided in writing.

APPENDIX 1 2016 CACREP STANDARDS

2016 CACREP Counseling Standards, General

II.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

II.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

II.1.j. technology's impact on the counseling profession

II.1.k. strategies for personal and professional self-evaluation and implications for practice

II.1.l. self-care strategies appropriate to the counselor role

II.5.a. theories and models of counseling

II.5.b. a systems approach to conceptualizing clients

II.5.c. theories, models, and strategies for understanding and practicing consultation

II.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

II.5.e. the impact of technology on the counseling process

II.5.f. counselor characteristics and behaviors that influence the counseling process

II.5.g. essential interviewing, counseling, and case conceptualization skills

II.5.h. developmentally relevant counseling treatment or intervention plans

II.5.j. evidence-based counseling strategies and techniques for prevention and intervention

II.5.k. strategies to promote client understanding of and access to a variety of community-based resources

II.5.l. suicide prevention models and strategies

II.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

II.5.n. processes for aiding students in developing a personal model of counseling

2016 CACREP Clinical Mental Health Counseling Standards

V.C.1.b. theories and models related to clinical mental health counseling

V.C.2.j. cultural factors relevant to clinical mental health counseling

V.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

V.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

V.C.3.e. strategies to advocate for persons with mental health issues

2016 CACREP Marriage, Couple, and Family Counseling Standards

V.F.1.b. theories and models of family systems and dynamics

V.F.1.c. theories and models of marriage, couple, and family counseling

V.F.2.g. impact of crisis and trauma on marriages, couples, and families

V.F.2.m. cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration

V.F.3.a. assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective

V.F.3.b. fostering family wellness

V.F.3.c. techniques and interventions of marriage, couple, and family counseling

V.F.3.d. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

2016 CACREP School Counseling Standards

V.G.2.b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

V.G.2.d. school counselor roles in school leadership and multidisciplinary teams

V.G.2.e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

V.G.3.d. interventions to promote academic development

V.G.3.f. techniques of personal/social counseling in school settings

V.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

V.G.3.k. strategies to promote equity in student achievement and college access

V.G.3.l. techniques to foster collaboration and teamwork within schools

CACREP Standards	Learning Objective	Assignment	Assessment
II.1.j. II.1.k. II.5.d. II.5.e. II.5.f. II.5.g. II.5.j. II.5.n. V.C.3.a.	B F G	Demonstrate mastery of course content through submission of four (4) video recordings. Students will complete & submit two (2) transcripts: one transcript for video three & one transcript for video four.	Completion of self- and peer-assessments. Personal feedback is given to students on counseling skills used during practice sessions as comments on the rubric forms. Students are assessed at midterm (formative) and at the end of the semester

V.C.3.b. V.F.3.b. V.F.3.c. V.F.3.d. V.G.3.d. V.G.3.f. V.G.3.h. V.G.3.k. V.G.3.l.		Students will write & submit a self-evaluation paper.	(evaluative) using the following measures: Faculty Complete CO Skills Assessment; Faculty Complete CSIDARS; & Faculty Complete Disposition Assessment. Students are graded on their assignments & 700 total points are available that count toward the final grade.
CACREP Standards	Learning Objective	Assignment	Assessment
II.1.b. II.1.c. II.1.l. II.5. b. II.5. c. II.5. h. II.5.k. II.5.l. II.5.m. V.C.2.j. V.C.3.e. V.F.2.g. V.F.2.m. V.F.3.a. V.G.2.b. V.G.2.d. V.G.2.e.	A C D E H	Attend class and participate in class discussions. Complete all reading assignments. Complete all weekly tasks given by instructor. Considering diversity, multiculturalism, and self-assessment. Discussing the dimensions of spirituality, economics, sexual orientation, personal style, ethics, lifespan, trauma, family background, physical characteristics, and language differences. Understanding stages of counseling and intervention strategies.	Attendance will be taken for each class meeting. Experiential learning activities such as role-plays, video demonstration, video analysis, case studies, & class discussions will accompany lecture & reading materials. Students are graded on their assignments & 100 total points are available that count toward the final grade.
CACREP Standards	Learning Objective	Assignment	Assessment
II.5. a. V.C.1.b. V.F.1.b V.F.1.c.	All	Exams. Students will complete a comprehensive midterm and final exam based on class discussion & activities; lecture material; & assigned reading.	These exams will be graded on a 100 point scale.

APPENDIX 2 ASSIGNMENTS INSTRUCTIONS

Demonstrate mastery of course content through submission of four (4) video recordings. Complete a video recording of a role-play interview during the first few weeks of the course as a baseline for skill use. This will be followed with three video recordings throughout the semester. These four video recordings of specific counseling skills should be 20-30 minutes in length, of role play interaction. During class, you will present your video and then provide a live self-evaluation of your experience following your video presentation. You will be given a guideline for what to discuss in your self-evaluation. As a group, we will then discuss **statements of observed strengths, as well as learning needs** with specificity and examples and ways you could've performed differently or improved your counseling during the session.

- Video recordings should be submitted to the instructor for review on the assigned date **using Supervision Assist Software.**
- **Your grade for this assignment will be impacted if it's late, if you're not ready to present it on the date assigned, if it can't be understood or doesn't work with the technology available, and/or you fail to provide the necessary technology or equipment to listen to and/or view it. Ten (10) points will be deducted for each week you are late and/or unprepared.** In your video, make sure that you can be seen in it and not primarily or only your client. The recording should allow a view of the interviewer and interviewee so that body language and facial expressions can be seen. **If the video is not satisfactory, it will have to be recorded again.**

Transcripts. You will also complete a transcript for your 3rd and final/4th videotapes. While this is time consuming, it is very helpful and allows students to recognize some of their "quirks" in sessions and other areas needing improvement as well as strengths. Altogether, students will **complete two transcripts** of role play interactions. A format for this process will be provided.

Self-Evaluation Paper.

The Self-Evaluation assignment will involve the writing of a reaction paper in which you compare skills in the baseline and final videotapes, estimate progress and competency, and identify future learning needs. The comparison should result in a five-page typewritten paper using APA (2020) style guidelines.

Weekly Activities. The weekly activities will vary between being graded on a 100-point scale and being pass/fail graded for completion only. The weekly activities will be both homework and in-class assignments and will be primarily, mini video recordings or in-class role plays using reflective exercises on your skills and your process. You will use Canvas for this course to stay abreast of these assignments.