

MAC 510 HELPING RELATIONSHIPS
MONDAYS SEPTEMBER 9 – DECEMBER 9, 4:30 – 7:15 P.M.
FALL 2019

Last revised: 7/25/19

Missio Seminary exists to produce Christian leaders—men and women who incarnate the story of Jesus with humility and authenticity and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture.

INSTRUCTOR

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GRADUATE SCHOOL OF COUNSELING MISSION

The mission of the MAC program is to prepare Christian counselors for professional and pastoral ministry who love people in all their God-given diversity and who skillfully apply the grace & truth of the Gospel and the insights of science & culture first to their own lives and then to the lives of those whom they counsel.

COURSE DESCRIPTION

Based on the Biblical model of love, the nature of persons, problems and means of change, and informed by clinical research, students in this course will explore and practice the elements, skills, and character qualities needed to build effective helping relationships.

PERSONAL NOTE FROM THE PROFESSOR

Welcome to Helping Relationships! In this course, you will learn the necessary skills to become a culturally competent counselor. You will also have the opportunity to experience personal and spiritual growth. I encourage you to approach this course in a spirit of humility. You will receive feedback that is intended to facilitate growth. You will be encouraged and supported along the way. Stay open to how the Lord wants to work in you as He further equips you for your ministry and/or vocational calling. I look forward to our time together!

COURSE GOALS

The goals of this course are to enable you to develop 1) effective helping skills, 2) a deeper understanding of your personal giftedness and potential hindrances for counseling, and 3) personal and professional goals to grow in your calling.

SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
Live grace-based lives increasingly characterized by wisdom, the fruit of the Spirit, and love for God and community.	<ol style="list-style-type: none"> 1. Identify strengths, growth areas, and potential personal hindrances to effective ministry 2. Develop and implement a Personal Growth Plan (PGP)
Demonstrate a commitment to humble, learning-oriented ministry in a world marked by cultural, theological, and philosophical diversity.	<ol style="list-style-type: none"> 3. Recognize ethical and cultural issues that arise in building helping relationships 4. Develop self-care strategies
Grow in knowledge of the Bible and the ability to humbly interpret & apply it in light of history, culture, and genre.	<ol style="list-style-type: none"> 5. Articulate how a process model for helping skills fits within a coherent biblical framework for the nature of persons, problems, and the means of personal growth and change 6. Recognize helpful ways of utilizing Scripture in the helping process
Demonstrate effective counseling skills in light of student’s gifting, call, and context.	<ol style="list-style-type: none"> 7. Demonstrate the basic elements of effective helping relationships including counseling and consultation theories, including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications. 8. Demonstrate Counselor or consultant, characteristics and behaviors that influence professional counseling relationships, including age, gender and ethnic differences; verbal and nonverbal behaviors; and personal characteristics, orientations and skills. 9. Demonstrate Client or consultee, characteristics and behaviors that influence professional counseling relationships, including age, gender and ethnic differences; verbal and nonverbal behaviors; and personal characteristics, orientations and skills.

	10. Develop basic interviewing, assessment and counseling skills (via triad practice, vignettes, live, and video mock sessions).
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COMPETENCIES AND LEARNING OBJECTIVES

Upon completion of this course, students will have knowledge of and have gained skills in the areas below in accordance with 2016 CACREP Standards:

Std #	CACREP Standard	Where Covered/How Measured
2.F.5.a.	Theories and models of counseling	Ivey et al. text, Greggo & Sisemore text, class lecture and discussion/triads and triad response papers, vignettes and discussion
2.F.5.b.	A systems approach to conceptualizing clients	Ivey et al. text, class lecture and discussion/triads, evaluation of mock sessions, vignettes and discussions
2.F.5.c.	Theories, models, and strategies for understanding and practicing consultation	Ivey et al. text/triads and triad response papers
2.F.5.d.	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Ivey et al. text, Greggo & Sisemore text, class lecture and discussion/triads, triad response papers, evaluation of mock sessions, vignettes and discussions, DB posts
2.F.5.e	The impact of technology on the counseling process	Ivey et al. text/class lecture and response
2.F.5.f.	Counselor characteristics and behaviors that influence the counseling process	Ivey et al. text, class lecture and discussion, Lane & Trip text/ PGP paper, evaluation of mock sessions, triads and triad response papers
2.F.5.g.	Essential interviewing, counseling, and case conceptualization skills	Ivey et al. text, Greggo & Sisemore text, class lecture and discussion/triads and triad response paper, evaluation of mock counseling sessions, DBs
2.F.5.h.	Developmentally relevant counseling treatment or intervention plans	Ivey et al. text, Greggo & Sisemore text, class lecture and discussion/ evaluation of mock counseling sessions, DBs, triad response papers
2.F.5.i.	Development of measurable outcomes for clients	Ivey et al. text, Greggo & Sisemore text, class lecture/

		class discussion, vignettes and discussions
2.F.5.j.	Evidence-based counseling strategies and techniques for prevention and intervention	Ivey et al. text, Greggo & Sisemore text, class lecture and discussion/ class discussion, DBs, evaluation of mock sessions
2.F.5.k.	Strategies to promote client understanding of and access to a variety of community-based resources	Class lecture and discussion, Ivey et al. text/ class discussion, DB
2.F.5.l.	Suicide prevention models and strategies	Ivey et al. text / class discussion, DB
2.F.5.m.	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological first aid	Ivey et al. text, Greggo & Sisemore text, class lecture and discussion/ evaluation of mock counseling sessions, class discussion
2.F.5.n.	Processes for aiding students in developing a personal model for counseling	Ivey et al. text, Greggo & Sisemore text, Lane & Tripp text/ Stages of change paper, personal growth plan, DB, triads and triad response papers, evaluation of mock counseling sessions

In addition to the standards listed above, students will also meet the following Clinical Mental Health Counseling Standards:

Std #	CACREP Standard	Where Covered/How Measured
5.2.j.	Cultural factors relevant to clinical mental health counseling	Ivey et al. text, Greggo & Sisemore text/ evaluation of mock counseling, evaluation of triads and triad response papers
5.2.k.	Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Assigned reading of websites, class discussion / class discussion and report on reading percentage

COURSE ASSESSMENTS AND HOMEWORK HOURS

Assessments are graded assignments that measure a student's mastery of the course content. ***Homework is course work in addition to the instructional hours listed above.***

ASSESSMENTS AND HOMEWORK HOURS*	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
1. Triad Responses (7)	1,3,5,7,8,9,10	14%	7

2. Personal Growth Plan (2 parts)	1,2,3,5,7	10%	8
3. Stages of Change Paper	3,5,7	1%	2
4. Live Mock Session	1,3,5,7,8,9,10	10%	0- In class assignment
5. Videotape Mock Session	1,3,5,7,8,9,10	25%	15
6. Vignettes & Responses	1,3,5,6,7	10%	8
7. Readings	1-10	10%	40
8. Forum Posts	1,3,4,5,6	10%	N/A- Instructional hours
9. Class attendance & participation	1-10	10%	N/A
Total estimated time on homework		100%	80 hrs total for 3 credit course

*Homework is work outside of “instructional hours” (including “classroom equivalent” instructional hours outside of class, below). Assessments are the means by which mastery of content and/or growth in skill, ability, or formation is measured.

INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*			
Faculty Presentation (audio, video, webinar, text lectures)	1-10	Integrated with Assessment	21
Faculty led online Discussion Forum	1-10	Integrated with Assessment	10
Faculty supervised Personal Growth Plan and Stages of Change Papers	1-7	Integrated with Assessment	5
Total			36

*These required assignments involve instruction comparable to what occurs in the classroom (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work. They should be completed on the due dates listed in this syllabus.

Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.

REQUIRED READING AND MATERIALS

NOTE: Hyperlinks to Amazon.com are placed here for your convenience. Please be aware that there may be other websites (by publishers or by other ebook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer ebook rental prices for a limited number of weeks. These may also be cost effective. Just be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

American Counseling Association. (2014). *Code of Ethics and Standards of Practice*.

** You may download a free copy of the Code here: www.counseling.org. **

Bible (your choice of translation)

Greggo, S. & Sisemore, T. (Eds.). [*Counseling and Christianity: Five Approaches*. Downers Grove, IL: Intervarsity Press, 2012. ISBN 978-0-8308-3978-0](#)

Ivey, A.E. Ivey, M.B. & C. Zalaquett. (2016). [*Essentials of Intentional Interviewing: Counseling in a Multicultural World*, 3rd edition. Cenage Learning.](#)
<https://www.amazon.com/gp/product/130508733X?pldnSite=1>

[Tripp, P.D. \(2010\). *Instruments in the Redeemer's Hands Study Guide: How to Help Others Change*. Winston-Salem, NC: Punch Press.](#) <https://www.christianbook.com/instruments-redeemers-others-change-study-guide/paul-tripp/9781935273042/pd/273043>

**Note. Required articles will be provided to the class via the course website

RECOMMENDED MATERIALS

Dickson, G. L., Jepsen, D. A., & Barbee, P. W. (2008). Exploring the relationships among multicultural training experiences and attitudes toward diversity among counseling students. *Journal of Multicultural Counseling & Development*, 36, 113-126.

Hill, C.E., O'Brien, K.M. (1999). *Helping skills: Facilitating exploration, insight, and action*. Washington, D.C.: American Psychological Association.

Martin, D.G. (1989). *Counseling and Therapy Skills*. Prospect Heights, IL: Waveland Press, Inc.

Sbanotto, H., Gingrich, D., Gingrich F.C. (2016). *Skills for Effective Counseling*. InterVarsity Press.

Thomas, J.C. & Sosin, L.S. (2011). *Therapeutic Expedition: Equipping the Christian Counselor for the Journey*, Nashville, TN: B&H Publishing Group.

Woodside, M., Oberman, A.H., Cole, K.G., & Carruth, E.K. (2007). Learning to be a counselor: A prepracticum point of view. *Counselor Education and Supervision*, 47, 14-28.

Yalom, I.D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: Harper Perennial.

RECOMMENDED WEBSITES

American Association of Christian Counselors (AACC)

www.aacc.net

American Counseling Association (ACA)	www.counseling.org
American Counseling Association (ACA) <i>Code of Ethics</i>	www.counseling.org/ethics
American Mental Health Counselors Association (AMHCA)	www.amhca.org
American School Counselor Association (AASCB)	www.schoolcounselor.org
Association for Spiritual, Ethical, & Religious Values in Counseling (ASERVIC)	www.aservic.org
Christian Association for Psychological Studies (CAPS)	www.caps.net
National Board for Certified Counselors (NBCC)	www.nbcc.org
National Career Development Association (NCDA)	www.ncda.org
O*NET-US Department of Labor Employment & Training Administration	www.doleta.gov/programs/onet
US Department of Labor Bureau of Labor Statistics	www.stats.bls.gov
US Department of Labor Occupation Outlook Handbook	www.bls.gov/oco

ASSIGNMENT DESCRIPTIONS AND GRADING

1. Class Participation & Attendance

Active engagement (allowing for differences in personal style) is expected for the benefit of both individual students and the class as a whole. Students are expected to attend class and contribute to discussion (both in-class and on-line) with ideas and questions based on their weekly reading materials, lectures, assignments, etc.

See **Attendance Policy**.

2. Readings

Students are required to complete all the readings and to attest that they have done so by course end.

3. Triads & Triad Response Papers:

Students will be randomly assigned to groups of three (hence triads) that will meet weekly, in class, to practice counseling skills. Each member will take turns being the **counselor (CR)**, **counselee (CE)**, and **observer (O)** in order to practice the skills taught in class. While it is not required that students reveal personal information while acting as the counselee, students *are strongly encouraged* to do so, as this enriches the learning process. In fact, previous students who were able to discuss a personal issue over the course of several weeks reported that it helped them learn the skills faster. It should go without saying that any personal information revealed in triads should be held in the strictest of confidence and not to be repeated without the explicit permission of the student. Seven (7) times during the semester students will complete a Triad Response Paper discussing what they learned about themselves, the skills, and about counseling in general from *each of the three perspectives (counselor, counselee, and observer)*. Papers will be a 1 page (single spaced) response paper, and are due via the online course site as directed in the schedule below. **Late responses will not be accepted, and you will receive a zero for the assignment. There are no make-up sessions for missed triads or absences.**

4. Vignettes

During the semester, students will observe two online vignettes and answer questions posted on the course website. Access to these vignettes is available through the course website. All further directions are to be found on the vignette assignment link on the course website. These assignments will be graded based on the following rubric:

Rubric for Vignettes

	Excellent (20 pts)	Satisfactory (15 pts)	Poor (0-10 pts)
Viewed all clips of vignette/read transcript where required			
Answered all of the vignette questions thoroughly and thoughtfully			
Addressed key issues found in vignettes			
Well written; grammar/spelling			
On-Time			

5. Personal Growth Plan:

Students will complete a **two-part** Personal Growth Plan (PGP). The first portion of the PGP is a personality and gift review that will assess your spiritual gifts and counseling style. First, students will complete the personality review. Second, you will use materials provided to you from the personality profile results, class, lecture material, and triad discussion to assess your **strengths** and **weaknesses** regarding your spiritual gifts, and how it will **affect** your counseling.

The second portion of the PGP is a self-assessment/exploration paper that details your own exploration of personal issues that may impact their ability to be effective helpers (e.g., motives, past experiences, anxieties, values, culture, etc.). See the outline for the questions you will use to explore the personal issues that may impact your ability to do ministry with others. Please be sure to answer all of the questions completely and honestly.

The PGP assignments will be graded based on the following rubric:

Rubric for evaluating the PGP assignments

	Excellent (20 pts)	Satisfactory (15 pts)	Poor (0-10 pts)
Completed all requirements of the assignment			
Addressed/discussed all requested items of the assignment thoroughly and thoughtfully			
Addressed key issues found in vignettes			
Well written; grammar/spelling			
On-Time			

6. Live Mock Session

Students will demonstrate basic helping skills (attending, active listening, reflective responding) in a 15-20 minute mock counseling session conducted in the presence of the professor or a teaching assistant(s). Students will receive immediate feedback at the end of the session regarding their strengths and areas of needed growth. Sessions will take place during the Triad portion of the class during weeks 5 and 6. Live Mock Grading Sheet can be found on the course site.

7. Videotaped Mock Session

Each student will videotape a session with a mock counselee. Students will be graded on their ability to demonstrate *attending*, *active listening*, *reflective responding*, and *basic interventions* skills. **Students will make a verbatim transcript of everything they say to the counselee and identify the Type and Intent of each of their responses (All information found online). A brief Summary of their session, including their strengths and areas of needed growth for each of the above categories is also required.** Students may use a student in the class, an acquaintance, or someone from the community (you may not use a triad member, family member, or close personal friend). If someone outside of class is used as a mock counselee, students are required to explain the training/educational nature of the session—that it is not a “real” counseling session—and that the recording will only be viewed by the professor and/or teaching assistants, and the student, and will then be erased.

The mock counselee will need to sign **two informed consent forms** and be given a copy of the form to keep. The other form is to be turned in with the video. The recording should last between 30 and 35 minutes and be unedited. Treat the session as an initial meeting that has a beginning, middle and end. Sessions that merely stop will be graded down. The “counselee” should **not** reveal the “problem” prior to the start of the session. Be sure to debrief the “counselee” at the end of the session to see how they experienced the session. **Only DVD and flash drive formats will be accepted.** It is your responsibility to make sure the professor can view the video tape, or it will not be accepted and you will need to redo the assignment. The Videotape Mock Session Grading Sheet is on the course site.

8. Discussion Forums

Students will participate in online forum postings during the semester. These discussions exist for students to pose questions, and make observations in ways that enhance learning the skills and processes of counseling. Check the Weekly Outline for the specific dates for the discussion forums. Follow the guidelines for Quality Discussion Posts in this syllabus (below). First posts (300-500 words) are required by **Thursday** night, midnight. Responses (150-200 words) are required by **Saturday night**, midnight. **Students will make at least 1 substantive response to the question provided by the professor and 1 response to another students’ posting. Each initial post should include at least two references with citations.**

Rubric for evaluating Discussion Board Posts (based on Netiquette and Guidelines for Quality Discussion Posts below). Posts can earn up to 100 points.

	Excellent	Satisfactory	Fair	Poor
Concise, clear, main point stated early in post, helped readers “see” your ideas	25 points	15 points	10 points	5 points
All quotes, references, and sources cited (minimum of two)	25 points	15 points	10 points	5 points
Met criteria for substantive post by advancing an idea, opinion, point of view, etc.	25 points	15 points	10 points	5 points
Met criteria for substantive post by reflecting on meaning, analysis, elaboration, application, synthesis, and/or evaluation.	25 points	15 points	10 points	5 points

Consistent and accurate use of netiquette, correct spelling, etc.	0	-5 points	-10 points	-15 points
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Quality Discussion Posts

1. Post your initial message as early in the week as possible so your classmates will have time to read it before the due date. Later in the week, post additional messages that respond to other posts and/or contribute new insights.
2. Keep your messages concise and clearly written. Focus on one idea per message and use pertinent subject titles.
3. It is considered courteous to alert readers at the beginning of the message if it is a lengthy message.
4. Cite all quotes, references, and sources.
5. State your main point at the beginning of the message.
6. Use short sentences and use numbered lists, bullet points, or other techniques to help readers “see” ideas.
7. Post substantive contributions* to the discussion instead of “I agree” or “I disagree” or other short responses.

*The definition of “substantive posts” is:

- opinions and insights that can be backed up with sources from your readings
- messages that advance the *understanding and application* of ideas in one or more of the following ways:

Reflection about meaning

- *raising questions for clarification or discussion
- *describing what something means or new insights it provides

Analysis

- *analyzing relevant themes, concepts, main ideas
- *discussing relationships among ideas
- *identifying hidden assumptions or fallacies

Elaboration

- *building on the ideas of others
- *adding a different viewpoint from the reading or other source

Netiquette

1. Be respectful of others’ ideas, opinions, and beliefs. It’s fine to disagree with someone, but respect his or her right to think differently.
2. Maintain the privacy of the participants. Comments made during electronic discussions are confidential and are shared only with those participating in the course.
3. It is considered rude to forward someone else’s message without permission, so always ask first.
4. Be professional about online interactions; check grammar, spelling, and intended meaning.
5. Avoid using all caps. IT SEEMS LIKE SHOUTING!
6. Use emoticons sparingly to convey your intended emotion. Electronic conversation is “flat” and can be easily misunderstood. Use humor carefully, for example, because in the absence of facial cues, it can be interpreted as criticism or antagonism.
7. Flaming is not permitted. Flaming is inflammatory communication which is angry, critical, antagonistic, and attacking. Flaming alienates and injures other people rather than builds a learning community.
8. Check the discussion forum frequently and contribute your thoughts and experiences. The goal is to

create and maintain an active, stimulating discussion that everyone can enjoy and learn from.

COURSE PROCEDURES AND REQUIREMENTS

Attendance Policy and Grades

It is important to arrive on time and be actively engaged in every minute (literally, every minute) of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable) in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio's website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

Policies and Procedures

Students are expected to arrive on time and attend all class sessions. Attendance is especially crucial in courses formatted in block scheduling with evening or all day Saturday class sessions. If you know you are going to miss a class or arrive late, contact the course instructor in advance via email. For every class missed students will receive a 5% grade reduction from their final Class Attendance & Participation grade. In addition, students are expected to login to the course site regularly and participate in the course activities in a timely manner. **Students missing 2 in- person classes or 2 live online sessions (if applicable) will need to submit a written request to the MAC committee in order to be permitted to continue in the course.**

Any assignment that is late will receive a 2-point grade deduction for lateness per day.

COURSE SCHEDULE

The following schedule is to be considered tentative; at the professor's discretion changes may be made throughout the semester as deemed necessary or to accommodate students learning needs.

DATE	IN CLASS	OUTSIDE-OF-CLASS OR ONLINE
Week 1 Monday, 9/9/19	<p>Topic: Introduction & Overview</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate why people seek counsel 2. Identify key elements of being a competent counselor 3. Articulate who we are in the counseling process 	<p>Before the first night of class, read the following and be prepared to discuss the material in class:</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Ivey Ch. 1-3 (70p) 2. Tripp, Ch. 1-2 (24 p)
Week 2 Monday, 9/16/19	<p>Topic: Biblical Counseling & Spiritual Gifts</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 4. Articulate Missio Seminary's model of counseling 5. Understand key concepts of the following: who people are created to be, why people have problems, and how to produce lasting growth and change 6. Identify one's spiritual gifts and discuss how they will be a help and hindrance to the counseling process 	<p>Readings:</p> <ol style="list-style-type: none"> 1. PPT slides 2. Ivey, Ch. 4-7 (76 p) 3. Tripp, Ch. 3-4 (23p) 4. Greggo & Sisemore, Ch. 1 (21 p)
During the week		Personal Growth Plan- Part 1
Week 3 Monday, 9/23/19	<p>Topic: Skills: Listening & Attending</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 7. Define basic helping/counseling skills 8. Learn and practice basic counseling skills of listening, attending, and joining 9. Identify basic listening sequence <p>Assignment due: Personal Growth Plan Part 1</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. PPT Slides 2. Tripp, Ch. 5-6 (28 p.) 3. Ivey, Ch. 10-11 (30 p) 4. Clara Hill Article
During the week		<p>Assignments</p> <ol style="list-style-type: none"> 1. Triad 1 Response Paper 2. Vignette 1
Week 4 Monday, 9/30/19	<p>Skills: Identifying & Clarifying Problems</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 10. Learn and practice helpful ways to identify and clarify counselee issues 11. Articulate counseling responses, the purpose of the skill, and the potential problems with using the 	<p>Readings:</p> <ol style="list-style-type: none"> 1. PPT slides 2. Ivey, Ch. 9 (126 p) 3. Tripp, Ch. 7-8 (28 p)

	skill 12. Identify helpful ways to allow counselees to tell their story, what may hinder the counselor from allowing the counselee to tell their story, and ways to train the counselor to allow a natural flow of the story Assignments Due: Triad 1 Response Paper Vignette 1	
During the week		Triad 2 Response Paper
Week 5 Monday, 10/7/19	Topic: Skills: Interpreting, Challenging, & Confrontation <i>**Live Mock Counseling Sessions begin in class**</i> Students will be able to: 13. Articulate various views of confrontation 14. Identify the goal and dangers of confrontation 15. Learn and practice what, when, and how to use the skill of confrontation Assignment Due: Triad 2 Response Paper	Readings: 1. PPT slides 2. Ivey, Ch. 12-13 (36 p)
During the week		Assignments: 1. Triad 3 Response Paper 2. Vignette 2
Week 6 Monday, 10/14/19	Skills: Developing a Plan of Action <i>*Live Mock Counseling Sessions continue in class*</i> Students will be able to: 16. Identify key elements of developing a counseling plan 17. Identify the concept of hope to the counselor and how best to convey that hope to the counselee 18. Learn and practice how to turn insight into action in the counseling session 19. Develop homework strategies for working with clients Assignments Due: Triad 3 Response Paper Vignette 2	Readings: 1. Tripp, Ch. 9-10 (22 p) 2. Monroe article (15 p) 3. Powlison, <i>Word</i> (2 p) 4. Greggo & Sisemore Ch 2 (19 p)
During the week		Assignments: 1. Triad 4 Response Paper
Week 7 Monday, 10/21/19	Topic: Stages of Change & Resistance	Online: Narrated Power Point Video Readings: PPT slides
During the week	RETREAT	Assignment to work on: Stages of Change Paper

Week 8 Monday, 10/28/19	<p>Topic: Speaking the Truth & Using Scripture in Counseling</p> <p>Students will be able to:</p> <p>20. Articulate the goal, self-analysis, and preparation of the counselor in using the skill of speaking the truth to a counselee</p> <p>21. Explore the process of speaking the truth</p> <p>22. Learn and practice using Scripture in the counseling process through case studies</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. PPT slides 2. Ivey, Ch 14 (14 p) 3. Greggo & Sisemore Ch 3-4 (48 p) 4. Black (9 p) 5. Monroe essay on Repentance (2 p) 6. Domestic Violence Safety Plan (9) 7. Suicide Assessment (8)
During the week		<p>Assignments:</p> <ol style="list-style-type: none"> 1. Forum Discussions: Initial forum post due by Thursday by midnight. Response post due by Saturday by midnight. 2. Personal Growth Plan – Part 2
Week 9 Monday, 11/04/19	<p>Topic: Crisis Counseling: Suicide</p> <p>Students will be able to:</p> <p>23. Identify key concepts in working with suicidal clients</p> <p>24. Identify intervention techniques and risk assessments while working with counselees dealing with suicide</p> <p>25. Learn and practice helping skills to use while counseling a suicidal client</p> <p>Assignment Due: Personal Growth Plan Part 2</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. PPT slides 2. Greggo & Sisemore Ch 5-6 (44 p) 2. Tripp, Ch. 11-12 (28 p)
During the week		<p>Assignments:</p> <ol style="list-style-type: none"> 1. Triad 5 Response Paper 2. Watch Diane Langberg Videos (E-campus) 3. Begin Assignment: Choose someone to be your counselee for your videotape. Video a 30 minute counseling session. Follow instructions on E-Campus
Week 10 Monday, 11/11/19	<p>Topic: Crisis Counseling: Trauma & Violence</p> <p>Students will be able to:</p> <p>26. Identify key concepts in working with trauma</p> <p>27. Identify key concept in dealing with domestic/family violence</p> <p>28. Identify intervention techniques and assessments while working with counselees dealing with trauma and violence</p> <p>Assignment Due: Triad 5 Response Paper</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Ivey, Ch. 15, Appendix A, B, C (30 p) 2. Greggo & Sisemore Ch 7-8 (43 p)
		<p>Assignments:</p> <ol style="list-style-type: none"> 1. Forum Discussions: Initial forum post due Thursday by midnight. Response post due Saturday by midnight.

		2. Continue Assignment: Begin transcribing your video session.
11/18/19 Week 11	Topic: Putting it all Together Students will be able to: 29. Review vignettes in class that showcase the use of the various skills learned throughout the semester 30. Identify the skills used by the counselor, the response of the counselee, and what skills could also have been implemented in the viewed sessions 31. Learn and practice the ability to use various skills No Assignment Due	Readings: 1. PPT slides 2. Greggo & Sisemore Ch 9-10 (48 p) 3. Termination Article (6)
Week 12 Monday, 11/25/19	NO CLASS	Assignments: Triad 6 Response Paper Finish Assignment: Video Mock Session due 12/2/19
Week 13 Monday, 12/2/19	Topic: Termination & Supervision Students will be able to: 32. Identify key elements of good supervision 33. Identify the purpose, the goal, and the process of ending the counseling process 34. Learn and practice the skill of termination Assignment Due: Triad 6 Response Paper Video Mock Session	Readings: 1. PPT slides 2. Self-Care Article (1 p)
		Assignments: 1. Triad 7 Response Paper 2. Post Reading Completion
Week 14 Monday, 12/9/19	Topic: Self-Care Students will be able to: 1. Identify key concepts of self-care and boundaries 2. Develop personal strategies of counselor self-care 3. Identify symptoms of compassion fatigue, burnout, and vicarious trauma Final Assignment Due: Triad 7 Response Paper Post Reading Completion	

Note: All assignments are due by the final due date for the course listed above. After the final due date, faculty cannot grant students permission to submit late work. Students must seek a course extension by the final due date by submitting a “MAC Academic Request Variance” form to the academic office. The form is available on-line. See the MAC Student Handbook for policies on course extensions.

Triad Sessions

9/9: Introduce yourselves. Talk about what fears, worries, or concerns you have as you practice counseling with each other. Discuss a concern you will be bringing up during the course of the semester. *No Triad Response.*

9/16: Discuss your personal gifts, and your strengths and weakness regarding the spiritual gifts we discussed in class and how you think that may impact your counseling style. *No Triad Response.* **Use this information for part of your PGP part 1.**

9/23: Practice Listening skills, and Attending & Joining with your counselee. Triad 1 Response.

9/30: Practice identifying and clarifying problems, including: Staying with the emotions, entry gates, using survey and focus questions, the counseling decision tree, heart issues, etc.

10/7: Practice challenges/confrontation. Triad 3 Response.
MOCK SESSIONS IN CLASS

10/14: Turning insight into action. Practice goal setting, and developing a plan of action using clarifying & summarizing, hope building, and perspective giving. Triad 4 Response.
MOCK SESSIONS IN CLASS

10/21: *No Triad Response*

10/28: Scripture Case Studies. *No Triad Response.*

11/4: Practice crisis management skills: Practice dealing with suicidal clients. Triad 5 Response.

11/11: *No Triad Response*

11/18: Practice putting all the skills together. Triad 6 Response.

11/25: NO CLASS. *No Triad Response.*

12/2: Practice terminating the counseling relationship. Triad 7 Response.

12/9: Spend some time in prayer for each other as your time together ends. Follow up with any issues necessary. *No Triad Response.*

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and

deadlines during the course. See above under “completion of course work” for policies on course extensions.

3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@missio.edu and include their student ID# in their correspondence.
4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.
5. **Student PC Security Statement:** Missio recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing