



MAC 605 Advanced Counseling Skills
Fall 2019
Mondays 4:30-7:15pm
September 9 – December 9 (no class October 21 or November 25)
3 Credit Hours

Professor: Nicole L. Hall LPCC-S (OH), CTT
Office Hours: Mondays 11-2; Wednesdays 11-2; or by appointment
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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.

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

This course is designed to build on MAC 510 Helping Relationships skills and will apply basic and intermediate counseling skills to behavior, interpersonal, and affective models of therapy. Students will practice skills weekly in triad settings and produce videos illustrating clinical interventions in mock counseling settings. Eligibility for fieldwork is dependent upon the successful completion of this course. This course meets criteria for the 2016 CACREP Core Content area of Professional Identity, Helping Relationships, and Social and Cultural Diversity.

PERSONAL NOTE FROM THE PROFESSOR

I'm a firm believer in the idea of 'you get out what you put in', especially when it comes to a skills development course in a counseling program. Throughout the semester, you will be required to actively participate in a triadic counseling experience and volunteer for classroom role-play sessions. I encourage you to take a chance! I'm aware of the anxieties and self-doubt nearly every counseling student has, but I also know that you won't grow and develop your skills unless to try. Remember, others are probably evaluating you much kinder than you'll evaluate yourself. My hope is that by the end of the semester, you can objectively see how your skills have developed.

COURSE OBJECTIVES

As a result of participation in this course, the successful student will be able to:

1. Be able to identify strategies for personal and professional self-evaluation and implications for practice (F. 1.k.)
 - a. Assessment occurs through four video self-evaluations and peer evaluations
 - b. Assessment occurs through ‘Counselor Self-Appraisal’
2. Identify personal self-care strategies appropriate to the counselor role (F.1. 1.)
 - a. Assessment occurs through class discussions and a discussion board post
3. Reflect on the impact of spiritual beliefs on client’s and counselor’s worldviews and generate relevant intervention. (F. 2. g.)
 - a. Assessment occurs through class discussions and a discussion board post
4. Be able to determine ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. (F.5.d.)
 - a. Assessment occurs through four videos (3 in-person and 1 online)
 - b. Assessment occurs through class discussion and role-play
5. Understand and take into consideration the counselor characteristics and behaviors that influence the counseling process. (F. 5. F.)
 - a. Assessment occurs through class discussion and a discussion board post
 - b. Assessment occurs through four videos and corresponding self-evaluations
 - c. Assessment occurs through Self-Growth Reflection Paper
6. Learn to implement essential interviewing, counseling and case conceptualization skills (F.5.g.)
 - a. Assessment occurs through class discussions and a discussion board post
 - b. Assessment occurs through case conceptualization vignettes

REQUIRED TEXTS:

[Chen, M. & Giblin, N.J. \(2017\). *Individual counseling and therapy: Skills and techniques*. 3rd ed. Routledge, New York, NY.](#)

REQUIRED READINGS:

- A. Purdy, M. & Dupey, P. (2005). Holistic flow model of spiritual wellness. *Counseling and Values* (49). 95-106
- B. Kocet M.M. & Herlihy, B.J. (2014). Addressing value-based conflicts within the counseling relationship: A decision making model. *Journal of Counseling and Development* (92). 180-186.
- C. Kaushik, A. (2017). ‘Social workers’ ‘use of “self”’. *Journal of Social Work Values and Ethics*, (14), 21-29.
- D. Cashwell, C.S.; Bentley, D.P. & Bigbee, A. (2007). Spirituality and counselor wellness. *Journal of Humanistic Counseling, Education and Development*. (46). 66-81.
- E. Tan. S.Y. & Castillo, M. (2014). Self-care and beyond: A brief literature review from a Christian perspective. *Journal of Psychology and Christianity* (33) 1. 90-95.
- F. Nelson, J.R., Hall, B.S., Anderson, J.L. Birtles, C. & Hemming, L. (2018). Self-compassion as self-care: A simple and effective tool for counselor educators and counseling students. *Journal of Creativity in Mental Health* (13) 1. 121-133.

RECOMMENDED READINGS:

- Cashwell, C. S., & Young, J. S. (2011). *Integrating spirituality and religion into counseling: A guide to competent practice* (2nd Ed.). Alexandria, VA: American Counseling Association.
- Conte, C. (2009). *Advanced techniques for counseling and psychotherapy*. New York: Springer Publishing Company, LLC
- Martin, D. G. (2016). *Counseling & therapy skills*. 4th ed. Waveland Press, Long Grove, IL.
- Tinsley, T. M., & Prentice, J. (2016). Is pastoral theology still relevant in an age of modern psychology?
- Weld, C., & Eriksen, K. (2007). The ethics of prayer in counseling. *Counseling and Values*, 51, 125-138.
- Henry, P. J., Figueroa, L. M., & Miller, D. R. (2007). *The Christian therapist's notebook, homework, handouts, and activities for use in Christian counseling*. New York: Routledge.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8th ed.). Belmont, CA: Brooks/Cole.
- Young, M. E. (2009). *Learning the art of helping: Building blocks and techniques* (5th ed.).

COURSE SCHEDULE

WEEK	CLASS CONTENT	DUE	WEEKS WORK
Week 1 Sept. 9-14	Intro to course, review syllabus, confirm triadic groups for videos and triadic Discussion Groups, personal goal sheet, 'Counselor Evaluation', Role-play of previously learned skills (reflecting, summarizing, parroting, interpreting)		Read: -Chap 1 & 2 in C&G
Week 2 Sept. 16-21	Levels of empathic responding; ethical bracketing; spiritual integration; holistic wellness	Discussion Board (spiritual integration)	Read: article A & B Read: chap. 3 in C&G
Week 3 Sept. 23-28	Discussion groups; Triads; Reflecting, Interpreting. Body awareness, comfortability	Triad 1	
Week 4 Sept.30-Oct. 5	Stages of change; theoretical orientation; philosophy of counseling, limits of confidentiality	Self-evaluation (1)	Read: chap. 4 in C&G
Week 5 Oct. 7-12	Attentive listening, Level 3 empathy responding; reflecting thought vs. feeling content;	Triad 2 Discussion Board (personal characteristics)	Read: article C& D
Week 6 Oct. 14-19	Discussion groups; Process vs. content; stages of counseling	Self-evaluation (2)	Read: chap. 8 in C&G
Week 7 Oct. 21-26	NO CLASS		

Week 8 Oct. 28-Nov. 2	Practicum site discussions; Basic Intervention Techniques: Affect Regulation	Triad 3 Info on 3 Practicum Sites	
Week 9 Nov. 4-9	Levels of case conceptualization;	Self-evaluation (3) Discussion Board (case conceptualization)	Read: handout from professor Read: chap. 9 in C&G
Week 10 Nov. 11-16	Discussion groups; Triads, influencing skills	Triad 4	
Week 11 Nov. 18-23	Use of self in therapeutic setting; philosophy of self-care; advanced interventions	Self-evaluation (4) Discussion Board (self-care)	Articles: E & F Read: chap. 10 in C&G
Week 12 Nov. 25-30	NO CLASS		
Week 13 Dec. 2-7	Discussion groups; triads, advanced interventions	Triad 5	
Week 14 Dec. 9-14	What, So what, now what? Looking toward Practicum	Self-Growth Reflection Paper	

ASSIGNMENTS:

- 1) **Attendance, Participation and Professionalism: (5% of grade; 5 points)** Missio Seminary recognizes the importance of class attendance in student's learning. While attendance alone does not guarantee learning, regular engagement with class materials and classmates benefit both the individual and the class. Graduate students are preparing to enter the professional counseling field where professionalism and client care is critical. Remember to present your contributions to class with professionalism and organization. You will be responsible to attend all classes (see attendance policy section). Please send instructor an email should need to miss class. **Any student that misses more than 1 class, will lose all points in this assignment. If a student misses more than 2 classes, they may be asked to retake the course.**
- 2) **Triad Demonstration of Target Counseling Skills and corresponding self-evaluations. (50% of total grade; 50 points total; 10 points/triad)**
A main component of this course is the fulfillment of five triadic experiences depicting your understanding and use of advanced counseling skills. These triads will be done in class with fellow students in the course. Each student will have the opportunity to be the client, counselor and observer. The targets for each triad are listed in Appendix A. The self-evaluation forms are listed in Appendix B.
- 3) **Discussion Board Posts (30% of total grade; 30 points total; 7.5 points/post)**
There will be four discussion board prompts on E-campus throughout the semester, the topics for the discussion boards link to CACREP standards. Students are to read the corresponding articles and then write an articulate response indicative of graduate level work. Each post should be **250-300 words**. Students may cite the required articles; **students must cite at least 1 additional outside source**. Students are to read and generate at least one question per member of their triadic Discussion Board Group. The following class, each group will have 20 minutes to discuss the Discussion Board. The grade rubric for Discussion Board is found in Appendix C.

4) Self-Growth Reflection Paper (10% of total grade; 10 points)

This paper should address how the student has grown and what they have learned through the course of the semester. Students will take a ‘Counselor Evaluation’ and set goals at the beginning and end of semester. Students are to use these tools for this paper. Paper should be **3-5 pages, APA style**. Topics to include:

- a. Feelings and thoughts prior to or beginning semester
- b. Feelings and thoughts at end of semester
- c. Areas of personal or profession growth
- d. Strengths and weaknesses
- e. Learning edge? (what do you want to focus on in Practicum?)
- f. Surprises?
- g. Goals met? Future goals?

5) Information on three potential practicum sites. (5% of total grade; 5 pts.)

Students will generate a list of at least 3 practicum sites that work with a clientele of student’s interest. Students will need to do some preliminary research (websites, talking with connections, phone calls) to determine if site accommodates Practicum students. If so, talk with clinical director/supervisor to learn details and what site requires (hours a week, days, evenings/days, weekends/weekdays). Include all contact information including: address, website, phone numbers, names, etc.

GRADING SCALE

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

“A” work is characterized by exceptional graduate level writing skills, good organization of ideas, and thoughtful consideration of reading and accurate integration of concepts discussed in class. Group participation is frequent and highly keen towards the topic at hand. Leadership qualities are demonstrated. The student’s work is exemplary.

“B” work is characterized by good general writing and organization skills, ability to address concepts from text and class discussion. Group participation is positive and informative. The student’s work is acceptable at the graduate level.

“C” work is characterized by meeting minimal requirements in writing and organization of paper. The student does not fulfill obligations to group. Student’s work is below the performance usually expected at the graduate level.

ATTENDANCE/PARTICIPATION POLICY:

GSOC students are training to be professional helpers responsible for the welfare of clients in need. Attendance in counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Attendance and participation constitute a portion of your final grade. Attendance means arrive for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and periodically entering into class discussion.

A student who misses more than 1 class in a semester will lose all participation points. A student who misses more than 2 classes will be subject to possible action by the instructor which may include a recommendation to withdraw from the class.

APPENDIX A

Triad 1 Targets: Review from Helping Relations

- Comfortability
- non-judgmental; positive regard for client
- rapport building
- summarizing statements
- reflecting statements
- Interpreting

Triad 2 Targets: Attentive Listening

- Level 3 Empathy Response
- Reflecting Thought content
- Reflecting Feeling content

Triad 3 Targets: Basic Intervention Techniques

- Affect Regulation
 - Body-Oriented
 - Cognitive-Restructuring
 - Solution-Focused
 - MI
- Anchoring on a theme

Triad 4: Influencing Skills

- Identifying themes and resilience
- Identifying maladaptive patterns
- Counselor self-disclosure
 - There and then
 - Here and now
- Immediacy
- Feedback-giving
- Triangles of insight
- Confrontation

Triad 5: Advanced Interventions

- Life skill training

- Role play
- Role reversal
- Mindfulness training for schema change
- Guided imagery and therapeutic suggestions
 - Guided imagery for re-scripting
- Use of Paradox
- Parts Dialogue
- Empty Chair technique

APPENDIX B

SELF-EVALUATION AFTER TRIAD

- 1) What techniques did I do well?
- 2) What areas do I need to improve upon?
- 3) In what areas do I need more understanding/training?
- 4) On a scale of 1 to 10 (10 being very high), where was my anxiety level? And why?
- 5) Questions for triad team or professor?

APPENDIX C
DISCUSSION BOARD

Discussion Board Assignments

Purpose: As a skills development course, MAC605 classroom discussion and role-play comprises a significant portion of this course. The discussion board posts are an opportunity for client's to further extend their knowledge base and to link skills with theory. Discussion board posts are an opportunity for students to demonstrate knowledge and understanding of the assigned readings and materials, as well as to apply learning knowledge immediately.

Due Dates: Each post is due by Friday 11:59 pm EST and based off that week's discussion and the assigned readings. It is the expectation that each student will at least read the other posts of students in the DB group and generate a couple discussion questions for the next class.

Required Content: The discussion board posts should be between 250-300 words each, created in MS Word and then cut and pasted into the discussion. Posts should include (respectful) critical analysis of the Discussion Prompts, seeking additional clarifications, generate further discussion, or provide additional perspectives for consideration. Posts also must include proper spacing, punctuation, spelling, grammar. Posts will be evaluated for both content and format. Discussion posts must include appropriate APA style citations of research to support opinions, ideas, etc. therein, rather than moral posturing, preaching or oratory. Specifically, students are expected to support their posts with citations of readings and research, critical thinking skills, logic, and historical/psychological references, including the Bible. **Citations of course textbook, required and suggested readings can be used along with the required minimum of one outside source.**

Rubric: (out of 7.5 points)

	2.5	1.5	1	0
Style Writing skills include proper APA style, correct spelling, grammar, syntax, clarity of writing, appropriate references, adherence to word limits;				

Quality of Content Appropriate development of the breadth and depth of ideas, clarity of ideas, responsiveness to directions/prompts, demonstrates Master's level critical thinking				
Timeliness Submitted fully (including the one outside source) and on-time				