Instructor: Kelly Breen Boyce, Psy.D
Course Dates: February 13-14, March 13-14 & April 17-18
Course Times: Friday 6:30 pm – 9:30 pm, Saturday 8:30 am – 4:30 pm
Instructor Contact Information:
Phone Number: (704) 527-9909 Email address: kboyce@gordonconwell.edu
Office Hours: By Appointment Office Location: 

Course Description: This course covers the theological ground for helping relationships, counseling theories and application for helping relationships, including skills in listening, attending, and empathy needed in consultation and bringing about change. Co-requisite: CO867

Gordon Conwell Mission:
Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and experience integrated in the person who ministers. Through the courses and the practica/internships, a combination of careful training and supervised experience in counseling ministries are pedagogical practices essential to achieving that goal.

Course Objectives: Knowledge and Skill Outcomes (CACREP II.D.2): This section contains specific CACREP 2009 Standards that will be addressed in the course.

Objectives (Knowledge and Skills Outcomes): Students will
- Develop an understanding of the psychological, philosophical, biblical, and theological principles of helping relationships
- Conduct essential interviewing and assessment techniques to determine client’s presenting problems, level of functioning, strengths and areas of distress in order to determine appropriate interventions [CACREP II.G.5.d]
- Attend to and conceptualize client in regards to relevant systems (including cultural, religious, family of origin, etc.) [CACREP II.G.5.e]
- Increase personal self-awareness, particularly in regards to interpersonal characteristics that either hinder or benefit the counseling process [CACREP II.G.5.b]
- Learn, practice and implement foundational clinical skills, such as empathy, reflective listening, creating a therapeutic alliance and affective attunement [CACREP II.G.5.c]
- Develop a client-centered treatment plan, emphasizing wellness and prevention, utilizing consultation as appropriate [CACREP II.G.5.a, f]
- Learn how to respond ethically and competently to crisis situations, including suicidal and homicidal gestures and threats [CACREP II.G.5.g]

CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively and ethically. At the completion of this course, students should be able to satisfy the following competencies outlined in the 2009 CACREP Standards:

CACREP Section II, G
HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
5-a. an orientation to wellness and prevention as desired counseling goals;
5-b. counselor characteristics and behaviors that influence helping processes;
5-c. essential interviewing and counseling skills;
5-d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
5-e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
5-f. a general framework for understanding and practicing consultation;
5-g. and crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

CMHC Section
A-5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
C-7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

Class Structure and Instruction: The course will employ a variety of teaching methodology included but not limited to lecture, introduction of and modeling of basic counseling skills, practicing basic skills and receiving feedback via live and videotaped supervision, watching and critiquing DVDs of real counseling sessions with professional counselors, small group discussion and classroom discussion.

Required Texts and/or Readings *(CACREP II.D.4):*

This text should be read in its entirety by February 13, 2015
**This text should be read by March 13, 2015**

**This text should be read by April 17, 2015**

*Up to 600 pages of the required 2000 pages of the annotated bibliography can be met by attending the NC Counseling Association annual conference, which will be held in Greensboro from February 11-13, 2015. You will receive 200 pages of reading credit for each day you attend. Please see the following link for more information:[http://nccounselingassociation.org/events/721-2/ncca-2015-annual-conference-registration/](http://nccounselingassociation.org/events/721-2/ncca-2015-annual-conference-registration/). Discounts for students are available.*

In order to receive credit, a one-paragraph summary of each seminar attended should be included with your annotated bibliography. Also, please upload a record of your attendance (i.e., receipt of your payment for the conference) on Sakai.

If there is not an annotated bibliography requirement, then you can get up to an extra 3 points added to your final grade (one point per day attended).

Please be mindful that per GCTS academic policy, you can apply this incentive to only one course.

**Recommended Readings:**


**Course Requirements and Expectations**

*Student Performance Evaluation Criteria and Procedures (CACREP II.D.5): This section includes information regarding student evaluation: (a) course requirements, (b) assignments, (c) grading scale, and (d) any additional expectations of students during the course.*
Assignments: Knowledge and Skill Outcomes (CACREP II.D.2):

1. **Annotated Bibliography of the three required textbooks:**
   Read and annotate the three required textbooks. Basic understanding of the texts will be measured by the annotated bibliography as well as class discussion. Following each reference using APA style, indicate the number of pages read. Provide a brief summary of the reading (one double-spaced page for each book for three pages total). [CACREP II.G.5.a,b,c,d,e,f,g]

   **Due:** Uploaded to Sakai by 5:00 PM on April 17, 2015

2. **Clinical Practice:**
   a. **Peer triads:** Students will participate in a counseling triad, alternating roles among helper, client and observer. These sessions will be videotaped and portions will be reviewed in class for training.
   b. **Counseling with volunteer client:** Students will choose (in conjunction with their on-site supervisor and course TA) a client from their rotation site, appropriate for the application course objectives. Student will videotape four consecutive sessions. The appropriate client will be early in their treatment. Additional details will be discussed in class.
   c. **Supervision:** Each student will have extensive contact with their TA during the semester, for supervision of their sessions. Additional information will be discussed in class.
      [CACREP II.G.5b, c, f]
   d. **Technological equipment:**
      Students will be required to purchase a video camera that they will use throughout the duration of this course, videotaping each of their peer triad sessions as well as their client sessions. Video cameras will be used as an on-going basis as raw data is required to be used in every supervision session by both the NC MFT and LPC licensing boards. Ensure that you have a sufficiently large device on which to show the video (e.g. your computer and not your smart phone). Therefore, please purchase a video camera of good quality that you will be using at least for the next three-five years.

      For the peer counseling experience, the video should only record the helper. For work with the practicum site client, the video should include both counselor and client. Portions of the sessions will be played in class for supervision and training purposes. Ensure that recordings are audible and visible.

3. **Written Assignments:**
   a. **Reflection paper:** A three page double-spaced personal reflection self-awareness exercise regarding emotion and spirituality will be assigned. More information will be given in class. [CACREP II.G.5.b]
      **Due:** Uploaded on Sakai by 5:00 PM on March 13, 2015.
b. **Transcriptions**: The Student’s ability to demonstrate basic counseling skills will be measured by the transcript and review of the videotapes of four counseling sessions by the TA, peers and/or professor. [CACREP II.G.5b, c]

- You will transcribe two 15-minute segments of your counseling sessions. Although this first transcription/audiotape will not be graded, you will receive verbal feedback from the professor and/or from the TA. Lab evaluations will be utilized.

**Due:** Email to TA by 5:00 PM on April 17 2015. Also submit copies to your supervision group and upload them to Sakai.

**Second transcription due on Sakai by 5:00 PM on April 27, 2015.** You will receive written feedback and a grade.

- **Instructions for transcriptions:**
  
  Type the actual transcription on the left side of the paper and on the right side, include a running commentary, which should include statements pertaining to transference & countertransference, conceptual frameworks, naming your interventions, issues related to client’s systems, questions or therapeutic dilemmas, self-corrections of more appropriate interventions, descriptions of client’s psychosocial and/or spiritual functioning, etc.

c. **Progress notes**: The student’s ability to write appropriate and succinct progress notes will be measured by this assignment. Write one one-page progress note for each session. Format of progress note will be explained in class. Include progress notes with final transcription. [CACREP II.G.5c]

**Due:** Email to TA within 24 hours of each session.

d. **Client Conceptualization report**: The student’s understanding of client system and interpersonal dynamics, as well as appropriate treatment models will be evaluated by the Client Conceptualization Report. This paper is a summary of significant aspects of the counseling experience and the client’s interpersonal/psychological/spiritual functioning. The paper should be no more than 10 double-spaced pages and should include the following information:

- Introduction to the client, demographic information (while concealing identifying information – use pseudonym for the client), relevant psychosocial history
- Client’s presenting problem/ reason for volunteering
  - Other issues that arose during session
  - Any possible diagnosis/es and rationale
  - Description of client’s psychological and spiritual dynamics
  - Individual and systemic dynamics relevant to presenting problem
- Establishing rapport
  - Easy or difficult?
  - Describe client’s interpersonal style
- Treatment Plan
  - Include client-centered goals, based on client’s areas of distress, strengths and empirically-validated treatments
  - Describe specific interventions and treatment strategies utilized
  - Describe transference issues
How did client’s FOO dynamics influence (or likely influence) their experience of you?
How did you acknowledge this with your TA and the client?
How did you use this information therapeutically?

- Include one paragraph for each of the four sessions, describing content and dynamics
  - Include date and starting and ending times of each session
- Outcomes
  - Describe client’s response to treatment
  - Further recommendations/referral for client
  - Describe process of termination (if applicable)
- Self-evaluation
  - What countertransference issues arose? How did you discuss them with your TA and use them therapeutically?
  - What were your strengths & growing edges?
  - How well were you able to track with affect? (Provide examples)
  - Describe your own developmental process
  - Lessons learned for the future
- Include other pertinent information as necessary
  [CACREP II.G.5a, b, c, d, e]

Due uploaded on Sakai by May 4, 2015 by 5:00 PM

4. **Class Participation:** Class will meet on the following weekends: February 13-14, March 13-14 and April 17-18. Students are required to attend all classes. Attendance and full participation is expected during all class meetings. If you miss up to three hours of class for any reason, you can either choose to 1. Have five points deducted from your final course grade or 2. Submit an annotation for an additional 500 pages of reading pertaining to course content as well as making up any pertinent assignments related to missed content to be decided by professor.

**Document naming conventions:** All documents (with the exception of exercise #3) should be uploaded onto Sakai and should be named with the convention of student name, course number, assignment name.

For example: the annotated bibliography for this course may be named:

Smith, Mary; CO611; Annotated Bibliography

**Evaluation:**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Annotated bibliography</td>
<td>10%</td>
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<tr>
<td>Reflective paper</td>
<td>10%</td>
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<td>Volunteer client transcription</td>
<td>60%</td>
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<td>*40% Intervention (lab evaluations and timeliness of progress reports may/will be factored into this portion of the grade)</td>
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<td>*20% Commentary</td>
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<tr>
<td>Case conceptualization report</td>
<td>20</td>
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</table>
Grading Rubric: Final letter grades will be assigned based on the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>98 - 100</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>94 - 97</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>84 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 83</td>
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<tr>
<td>C+</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>70 - 73</td>
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<tr>
<td>D+</td>
<td>67 - 69</td>
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<td>D</td>
<td>64 - 66</td>
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<td>D-</td>
<td>60 - 63</td>
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Annotated Bibliography:
The annotated bibliography assignment meets the following course objective/s:
Read from a wide variety of resources in the area of COURSE NAME. In addition to the required course texts, other academic texts may be chosen from the extended bibliography (if one is provided) or may be chosen by the student, as long as they pertain to course topics. Additional sources chosen should be written for an academic as opposed to a popular audience. If there is any question about whether or not a source is appropriate, please email maccinfo@gcts.edu.

Instructions for completing annotated bibliographies:

Annotated bibliographies consists of three elements:
1. Citation in current APA style format.
2. A summary of the source’s major themes.
3. Your own statement/s evaluating the quality of the source. While annotated bibliographies are not specifically addressed in the Publication Manual of the American Psychological Association, 6th ed., the following website is a helpful resource: https://owl.english.purdue.edu/owl/resource/560/01/

Following each reference using APA style, indicate the number of pages read. Write a one-page annotation for a book and a paragraph annotation for a journal article or chapter in a book. If resource is a videotape, indicate a page number equivalency (1 hour = 33 pages; 6 hour maximum). Include a tally of the total number of pages read on the cover page. For full credit, the student is expected to read a total of 2000 pages. Please note that textbooks do count towards the overall 2000.

Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 (weeks 1-5)</td>
<td>An overview of basic counseling skills, ethics refresher, empathy as foundational to the counseling process; increasing empathy, importance of affect [CACREP II.G.5b, 5c, 5d]</td>
<td>Helping Skills text should be read by first class meeting (2.13.15). Begin reading the Faithful Feelings text</td>
<td>None, but consider attending the NC Counseling Association conference from February 11-13 for extra credit</td>
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</tbody>
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Module 2
(weeks 6-10)
March 13-14
Practicing basic counseling skills, introduction to advanced counseling skills, transference and counter-transference, progress notes and ethical obligations regarding record keeping [CACREP II.G.5b, 5c, 5d, 5f]
The entire *Faithful Feelings* text should be read by 3.13.15
Reflective Paper (Due Mar. 13, 15)

Module 3
(weeks 11-15)
April 17-18
Ethical and clinical issues regarding terminating, addressing spiritual issues in the context of counseling, self-care for the counselor, using metaphors, self-disclosure of the counselor [CACREP II.G.5a, 5c]
The entire *Between Therapist and Client* text should be read by 4.17.15
Annotated Bibliography and First Transcript (Due Apr.17, 15)
Second Transcript due 4.27.15; Client Conceptualization Report due 5.4.15

**Academic Standards/Policy:**

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

**ADA Policy**

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

**Cancellation of Class**

In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up
weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy

Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams. However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades

Grades are posted on line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

Returned Work

Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.