PURPOSE:
Helping Relationships Introduces students to foundational therapeutic techniques such as reflective listening and empathic attunement. Attention will be given to the psychological and theological processes involved in helping relationships. Supervision and guidance will be provided for students’ clinical skill implementation via transcriptions and videotapes of their counseling sessions.

Gordon-Conwell Mission:
Gordon-Conwell Theological Seminary Mission, Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry.
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.

Relation to Curriculum:
Helping Relationships is a required course for all students in the MACC program. It is a co-requisite for CO867, Clinical Practicum I. This course is designed to introduce basic counseling skills, so that the students can practice these skills as they implement them in their clinical rotations. The curriculum of Helping Relationships is required content for many state licensing boards.

OBJECTIVES:
- Develop an understanding of the psychological, biblical, and theological principles of helping relationships
- Implement foundational clinical skills, including creating a therapeutic alliance
- Conceptualize client’s psychosocial and spiritual functioning
- Demonstrate ability to recognize and respond appropriately to affect
- Articulate a rationale for specific interventions

COURSE REQUIREMENTS:
1. Reading Requirements:
Annotated Bibliography of the following three textbooks:
Read and annotate the three required textbooks. 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).
Due: Uploaded to Sakai by 5:00 PM on November 1, 2013

This text should be read in its entirety by September 6, 2013

This text should be read by October 4, 2013

This text should be read by November 1, 2013

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) a client from their rotation site, appropriate for 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.

3. Audio/Video Equipment:

   For work with peer clients, students should have one video camera per triad. All of these sessions are to be videotaped. Portions of the sessions will be played in class for supervision and training purposes. For work with volunteer clients, students will videotape each session in its entirety. Ensure that recordings are audible. Information will be provided in class regarding purchasing suggestions for videocameras.
4. **Written Assignments:**
   a. **Reflection paper:** A three page double-spaced personal reflection regarding emotion and spirituality will be assigned. More information will be given in class.
   Due: Uploaded on Sakai by 5:00 PM on October 5, 2013.

   b. **Transcriptions:**
   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 during class and/or from the TA.
   Due: Email to TA by 5:00 PM on November 1, 2013. Also bring hard copies to class for your group.

   Submit second transcription on Sakai by 5:00 PM on December 2, 2013. 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, questions or therapeutic dilemmas, self-corrections of more appropriate interventions, descriptions of client’s psychosocial and/or spiritual functioning, etc.

   c. **Progress notes:**
   Write one one-page progress note for each session. Format of progress note will be explained in class. Include progress notes with final transcription.
   Due: Email to TA within 24 hours of each session

   d. **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 9 double-spaced pages and should include the following information:
   *Introduction to the client, identifying info, relevant psychosocial history
   *Client’s presenting problem/reason for volunteering
     - Other issues that arose during sessions
     - Any possible diagnosis/es and rationale
     - Description of client’s psychological and spiritual dynamics
   *Establishing rapport
Easy or difficult? Describe client's interpersonal style
*Include one paragraph for each session, describing content and
dynamics
Include date and starting and ending times of each session
*Overall therapeutic process
Include your own and the client’s experience with termination
*Describe experience for you as a helper
What were your strengths & growing edges?
Countertransference issues
How well were you able to track with affect? (Provide examples)
Describe your own developmental process
Lessons learned for the future
*Conclusion:
Describe changes occurring in the client (if any)
Further recommendations/referral for client
Include a metaphor to illustrate an aspect of the experience
*Any other pertinent information

Due uploaded on Sakai by November 22, 2013

5. Class Participation:
Class will meet on the following weekends: September 6-7, October 4-5, and
November 1-2. 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.

EVALUATION:

Annotated Bibliography: 10%
Reflective paper: 10%
Volunteer client transcription: 60%
    40% Intervention (lab evaluations and timeliness of progress reports may be
    factored into this portion of the grade)
    20% Commentary
Case conceptualization report: 20%
GRADING SCALE:

A+  98-100  B+  87-89  C+  77-79
A   94-97   B   84-86   C   74-76
A-  90-93   B-  80-83   C-  70-73
D+  67-69   F   59 and below
D   64-66
D-  60-63

CONTACT INFORMATION:

- E-mail: kboyce@gcts.edu
- Mail: GCTS-Charlotte
  14542 Choate Circle
  Charlotte, NC 28273
- Appointment availability: E-mail for appointment

Recommended reading:


Syllabus Addendum

Academic Standards
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
Faculty have six weeks from the course work due date to submit a final grade. 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 (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage- paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.