

## PSY501 Fundamental Therapy Skills

Reformed Theological Seminary – Orlando

August 10 – August 14, Monday – Thursday, 8:30 – 3:30 p.m., Friday, 1:00 – 5:30 p.m.

Summer Term, 2009, 2 credit hours

Instructor: Scott Coupland, Ph.D.

Telephone: (407) 366-9493, Ext. 238

E-mail: scoupland@rts.edu

Office Hours: By appointment

### PURPOSE

This course seeks to develop the specific personal attributes and professional competencies you will use in your counseling career. The course provides the opportunity for you to build a framework of relational skills growing out of your academic work, your own life experiences, and your Christian worldview. The emphasis of the course will be on application and practice of basic counseling skills conducted in an environment that allows for immediate feedback and supervision. The focus will be placed on attending and essential interviewing skills.

### OBJECTIVES

As a result of participation in this course the student should demonstrate the following:

1. An understanding of a three-stage counseling model that helps clients explore and understand their thoughts, feelings and actions, and then decide what action to take on the basis of the exploration and insight.
2. Specific exploration competencies that include establishing and maintaining a rapport, attending and active listening skills, the use of open-ended and close-ended questions, restatement, silence, and feelings reflection.
3. Specific insight competencies that include challenging clients, giving interpretations, self-disclosure, and the use of immediacy.
4. Specific action competencies that include the giving of information, offering feedback, process advisement, direct guidance, and disclosure of strategies.
5. Ability to conduct an initial interview with a volunteer client.

### LEARNING FORMAT

Lecture, small group discussion, lab groups, conducting and review of an intake session.

### REQUIRED TEXTS

Cozolino, L. (2004). *The making of a therapist: A practical guide for the inner journey*. New York: W. W. Norton.

Crabb, L. (1997). *Understanding who you are: What your relationships tell you about yourself*. Colorado Springs, CO: NavPress.

Meier, S. T., & Davis, S. R. (2007). *The elements of counseling (6<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole.

## REQUIREMENTS

1. Active and full participation in class discussions, group exercises, and lab sessions.
2. Participation in lab sessions in the role of counselor, client, and observer.
3. Write up a daily progress note using the handout provided for each triad session in which you participated as the counselor. Your progress note for Friday's session with a volunteer client will be written up immediately after the session. *The progress notes for your triad experiences are due at the beginning of the next class period. These are to be neatly handwritten in pen using the format listed below on the form provide to you. Friday's progress note will be due at the end of class on Friday. See progress note outline below.*
4. Conduct a 30 minute intake session with a volunteer client provided for you on the last day of class. This session must be digitally recorded (you will provide the rewritable DVD). Write a 2 page critique of your session regarding your ability to apply the skills learned in this class and in the required reading. You will sign up for a 30 minute supervision session of your intake session. Bring your DVD to this supervision session. Your critique will be due at the time the supervision session.
5. Complete the required reading by the time of your supervision session.

## GRADING

The final course grade will be assigned according to the following schedule:

Progress notes (5 points x 5 notes)..... 25 points

Required reading ..... 25 points

Critique and supervision..... 50 points

Total points ..... 100 points

Course grades will be determined by adding points from the five progress notes, required reading, and critique and supervision assignments. Grades will be based on the following scale:

A = 97-100 points    B- = 86-87 points    D+ = 75-77 points

A- = 94-96 points    C+ = 83-85 points    D = 72-74 points

B+ = 93-91 points    C = 80-82 points    D- = 70-71 points

B = 88-92 points    C- = 78-79 points    F = below 70 points

NOTE: Satisfactory completion of this course is a prerequisite to enroll in Practicum PSY650.

## ACADEMIC STANDARDS

1. All assignments will be due on the date specified in the syllabus. For each day an assignment is late, 5 points will be deducted from the total score.
2. Format for progress notes:  
"D" = Data
  - Subjective and objective data about the client.
  - What did client say or feel. For example, "Ct reports improved mood."
  - Thematic phrase that encapsulates the session, such as "Frequent fights with M during past wk."
  - Significant observable behavioral by therapist. For example, "Avoided eye contact with me." or "Ct smiled & laughed when talking about childhood abuse."
  - What was observed? For example, "W repeatedly interrupted H when he tried to talk. H yelled at W near end of session."

- Assessment tools used—methods, tests, and questions—but not results
- Counselor intervention and client response. For example, “Confronted ct’s sarcasm and he offered a quick apology.”
- Social and family history.
- Progress on presenting problem.
- Review of HW.
- Description of both the content and process of the session.

“A” = Assessment

- Clinician’s hypotheses—how do you as a client make sense of the data above. Working hypotheses, gut hunches.

P=Plan

- Homework assigned
- Issues to be discussed in next session
- Interventions to be used.

3-5 sentences per section are sufficient and desirable.

Example DAP note (for a married male client):

(D) Ct reported that he was sleeping less and able to concentrate more at work, but does not think it is due to starting Prozac two weeks ago. Ct reported an increase in the frequency and effectiveness of communication with his wife due to the “speaker-listener” HW. Ct stated his wife tells him that he still doesn’t seem to open up that much with her. Ct disagrees with her assessment and feels that he is really “spilling his guts.” The rest of the session focused on his understanding of opening up/sharing with his wife. The Ct was often tangential or silent in response to questions regarding his responsibility in the matters being addressed. (A) Ct’s symptoms of depression appear to be lessening. Ct’s communication with his wife has improved somewhat, but his self-protective patterns interfere with his ability to connect emotionally with her. Ct’s notion of spilling his guts seems to be reporting facts about his day. Ct tends to avoid owning his role in their marital struggles. (P) Continue to work on his risking emotional openness in the session and with his wife. HW: Keep a feelings log for the next week?-----