PSY501 Fundamental Therapy Skills

Reformed Theological Seminary – Orlando
August 6 – August 10, Monday – Thursday, 8:30 – 3:30 p.m., Friday, 1:00 – 5:30 p.m.
Summer Term, 2012, 2 credit hours
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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
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 provided 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 behavior 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.-------------

The DAP note is signed (include your highest earned degree) and dated.
# MAC Student Learning Outcomes

In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Strong</td>
<td>Students articulate their knowledge of biblical and theological concepts applied in a counseling context.</td>
</tr>
<tr>
<td>Moderate</td>
<td>Students begin to learn to apply Scripture to counseling situations.</td>
</tr>
<tr>
<td>Minimal</td>
<td>Students learn a counseling approach with a reformed theology framework.</td>
</tr>
<tr>
<td>Strong</td>
<td>Students participate in triad groups as counselees where they reflect on God’s work in their lives.</td>
</tr>
<tr>
<td>Moderate</td>
<td>Students learn a biblical counseling framework.</td>
</tr>
<tr>
<td>Minimal</td>
<td>Students learn a counseling framework that is applicable in a broadly Christian and secular contexts.</td>
</tr>
<tr>
<td>None</td>
<td>Students participate in triad groups as counselors where they help other reflect on God’s work in their lives.</td>
</tr>
</tbody>
</table>

| Articulation (oral & written) | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Minimal | Students articulate their knowledge of biblical and theological concepts applied in a counseling context. |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|         |                                                                                                                                                         |
| Scripture                    | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Minimal | Students begin to learn to apply Scripture to counseling situations.                                                                                  |
| Reformed Theology            | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal | Students learn a counseling approach with a reformed theology framework.                                                                         |
| Sanctification               | Demonstrates a love for the Triune God that aids the student’s sanctification. | Strong | Students participate in triad groups as counselees where they reflect on God’s work in their lives.                                                  |
| Desire for Worldview         | Burning desire to conform all of life to the Word of God. | Moderate | Students learn a biblical counseling framework.                                                                                                       |
| Winsomely Reformed           | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Moderate | Students learn a counseling framework that is applicable in a broadly Christian and secular contexts.                                                   |
| Preach                       | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | None |                                                                                                                                                         |
| Worship                      | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | None |                                                                                                                                                         |
| Shepherd                     | Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | Strong | Students participate in triad groups as counselors where they help other reflect on God’s work in their lives. |

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Course Objectives Related to MDiv* Student Learning Outcomes

Course:
Professor:
Campus:
Date:
| Church/World | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | None |