



PCC 650: Human Relations Skills for Counselors & Chaplains
Weeklong Intensive: August 22-26, 2022

Instructor:

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SYLLABUS

Course Description

The course introduces students to various theoretical assumptions around the counseling-helping relationship. Attention will be given to the basic communication skills needed in establishing an effective helping relationship and the well-being of those involved in the helping profession.

The course will also explore and develop an integrative view of professional identity, its roles, functions, and relationship with other human service providers. As well, it will provide a survey of major theories of counseling and psychotherapy as a way introducing students to the variety of approaches available, and to enable conversation with mental health and spiritual care providers.

Course Outcomes

At the completion of the course, the students will be able to

- Develop an integrated professional identity of a counselor and chaplain, its roles and functions and ways of attending to one's well-being. (Program Learning Outcome-PLO- #4)
- Demonstrate the importance of communication as a listening skill and accurately interpret verbal and nonverbal communication. (PLO #6)
- Demonstrate acceptable levels of competency in using micro-counseling-skills in simulated counseling sessions and chaplain engagement (role plays and triads). (PLO #6)

- Differentiate between the skills, tools, and models of various approaches to counseling and spiritual accompaniment. (PLO # 5)
- Establish and practice client-counselor or chaplain-care seeker relationship by the application of human relations skills. (PLO #6)
- Explore the intra- and inter-relational dynamics of interpersonal, cognitive, and affective domains in chaplaincy and counseling. (PLO #2)
- Display a sensitivity to, and an appreciation, affirmation, and respect for oneself and clients, as culturally diverse beings. (PLO # 3)
- Develop a core level of proficiency, enabling the beginning counselor and chaplain to establish a helping-relationship with prospective counselees/parishioners (PLO #6)
- Participate in peer and instructor supervision and be comfortable and trusting to the supervised training experiences. (PLO # 6)

Course Methodology

The process of integrating the theory into practice in this course will occur through the following structures:

- Class lectures, videos, and class discussions
- Completion of written and simulated tasks (see course requirements)
- The learning of counseling micro-skills through demonstration, practice and participation in role playing, triad participation in class, and additional video taping of simulated counseling sessions
- Participation in tutorial groups
- Participation in individual counseling

This course is outcome-based. Students are required to meet the criteria for the critical outcomes desired, demonstrating an adequate capability at an acceptable standard of competence.

Capabilities: Demonstration of underlying abilities, applied to achieve a desired purpose, as they relate to content, context, and value frameworks, where the focus is more on the performer than on the task

Standards: Description of the capabilities required within identified roles, functions or learning activities at specified levels of competence. Standards are desired education and training outcomes and their associated assessment criteria.

Competence: The capacity for continuous performance resulting from the integration of capabilities within the specified context. *Foundational Competence* demonstrates understanding of what the learner is doing and why, *practical competence* demonstrates the ability to perform a set of tasks in authentic context, and *reflective competence* demonstrates

the ability to integrate performance with understanding so as to show that the learner is able to adapt to changed circumstances appropriately and responsibly.

This is a **Pass (P) or Fail (F)** course. To get a **Passing grade**, students should receive an average of **84%** and above for the course. We will work both in synchronous (via Zoom), and in person fashion. You should be prepared to spend an average of eight (6-8) hours each week on this course, including attendance.

Learning Success and Accessibility

We are committed to student success in this course. Given our multifarious teaching and learning styles occasional accommodations are expected. Hence, if there are aspects of the course that prevent or impede your learning, please let us know as soon as possible. We will work collaboratively to design learning strategies that meet both a student's unique needs and the requirements of the course.

Additionally, student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the *Accessibility, Special Needs, and Disabilities* policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

Expectations for course engagement:

1. Inclusive/Expansive Language

As a part of our time together, we expect students to use respectful, inclusive and expansive language for God and humans. This does not mean that you may never use masculine pronouns for God, but it does mean that it is not the only way to describe God. Avoid using "man" for all human beings and "mankind" for humanity. In this course you are invited to stretch your metaphoric language.

2. Confidentiality

The course material invites students to discuss personal and sensitive content at their discretion. It is essential for all of us to ensure that what we share remains confidential.

3. Understanding the Sensitivity of the Course Material

Our course readings and discussions will often focus on mature, difficult, and potentially challenging topics. Given the personal and psychological even theological nature of these topics, know that the readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understandings of the readings.

Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in this course. Also, know that the goals of the course are educational rather

than therapeutic, so, if necessary, please plan for external emotional support from supportive friends, a therapist, clergy person, pastoral counselor, or social service agency. GETS also provides support through the Dean of students and we offer limited short-term support through a network of counselors.

Minimum Technological Requirements:

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work.
- Web Browser - Students must have the latest version of a standard web browser (Firefox, Internet Explorer, Safari, Chrome, etc.)
- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out. The Northwestern University Library has a computer center as well.
- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to navigate it, that is , submitting writing assignments and other requirements on it.
- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications. Students without MS Office or Apple iWork might try the freely available OpenOffice applications: <http://www.openoffice.org>. Also available to students is the Google Drive suite to create documents and presentations (<http://drive.google.com>)

Course Texts

- Hill, Clara (2020). **Helping Skills: Facilitating Exploration, Insight, and Action, 5th Ed.** APA Books:DC. ISBN-13: 978-1433831379 Amazon Price: \$48.07.
- Prilleltensky, Isaac & Prilleltensky, Ora (2006). **Promoting Well-Being. Linking Personal, Organization, and Community Change.** Wiley:NY ISBN-13 : 978-0471719267 Amazon Price: \$45.74
- Nolasco, Rodolfo (2011). **The Contemplative Counselor: A Way of Being.** Fortress Press: MN. ISBN-13: 978-0800696627 Amazon Price: \$18.00

Course Requirements

1. **Class Attendance**
Each student must attend all class sessions and actively participate in class discussions

(Assessment Criteria: Attend all the classes, demonstrate knowledge of pre-read material, and give evidence of intra-personal openness, and inter-personal communication skills)

2. **Reading Requirements**

(Assessment Criteria: Give evidence of spectrum and applicability of material read for the course. There will be course readings before and after the week-long intensive).

3. **Skills Acquisition/Praxis**

Assessment Criteria: Through skills acquisition participation students must demonstrate the following characteristics, abilities and skills.

- Being open and accepting of own feelings and experiences
- Displaying a self-awareness of own values and beliefs
- Being able to be transparent, vulnerable and prepared to take 'risks'
- Display adequate levels of micro-skills competency
- Being able to enter into a helping relationship with counselees without becoming enmeshed
- Displaying an ability to develop warm and deep relationships with others
- Being able to accept personal responsibility for own behaviour, cognition and affect
- Displaying a sense of humour and not being overwhelmed by the counseling/training.

3.1 **Tutorial/Small Group, Dyad Participation, and the Practice of Micro-Skills**

Each student must participate in classroom groups, take part in role-plays, be willing to practice human relation skills in their role-play, and receive constructive feedback from peers and course instructor regarding techniques and skills learned in the course. In the dyads each student will take turn in playing the role of a Counselor/Chaplain and Counselee/Careseeker. After each video-taped role-play the counselee/care seeker will give feedback concerning the use and application of the micro-skills.

3.2 **Two Videotaped Sessions**

Each student must submit 2 (two) videotaped counseling/chaplain engagement role-plays or simulation of 30 min (first session) and then 50 min (second session) for feedback and evaluation. Guidelines for videotaped sessions will be discussed in class

Deadlines:

First Video-Taped Session: Friday, August 26, 2022

Second Video-Taped Session: Friday, September 23, 2002

4. **Written Requirement**

(Assessment Criteria: Give evidence of insight and understanding of the development of professional counselor identity).

- 4.1 **Promoting Well-Being Manifesto:** Students will be asked to write their own PERSONAL/SELF well-being manifesto using resources and insights gleaned from Prilleltesnky’s text. Here’s a simple guide to writing a [MANIFESTO](#).

Deadline: October 21, 2022

4.2 **A Contemplative Reflection on “The Contemplative Counselor”**

Write a 3–5-page reflective essay on the personhood of the counselor and the helping profession in light of Nolasco’s *The Contemplative Counselor*.

Deadline: November 18, 2022

5. **Personal and Spiritual Growth**

5.1 **Personal Counseling or Spiritual Direction**

The class may evoke a need to participate in non-graded individual therapy or spiritual direction. If so, please make an appointment with the teaching team for a conversation about this and to identify resources available at Garrett.

Criteria for Evaluation

Your grade will be determined by the following criteria:

Attendance & Class Participation	10%	A	94-100	C+	77-79
Counseling Skills (In-Class)	20%	A-	90-93	C	74-76
Two-Video Taped Counseling Session	40%	B+	87-89	C-	70-73
Reflective Essays (2)	30%	B	84-86	D	60-69
		B-	80-83		
Total Points	100%				