



WINEBRENNER  
THEOLOGICAL SEMINARY

*“Winebrenner equips leaders for service in God’s Kingdom.”*

**Term:**

**Course:** CC 5121; Helping Skills

**Instructor:**

**Phone:**

**Email:**

**Office/Contact Hours:**

MACC Syllabus

## COURSE DESCRIPTION

This course equips students with essential counseling skills such as attending, listening, focusing, reflecting, probing, confronting, goal setting, and challenging. This course has practical lab experience. Students will implement skills learned in dyadic and small group settings under the supervision of the instructor. Students will have multiple opportunities to utilize and develop counseling techniques and receive feedback from the instructor and fellow students in the class. *(3 credit hours)*

## COURSE OUTCOMES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling Programs. At the conclusion of this course, the successful student will successfully meet the following standards:

1. Practice techniques and interventions for prevention and treatment of a broad range of mental health issues. **(5.C.5)**
  - Assessment occurs through Triad work and experiential exercises.
2. Demonstrate and evaluate effective interviewing, attending, and listening skills in the counseling process. **(3.E.9)**
  - Assessment occurs through the Communication Habits Assessment assignment, Triad work, and experiential exercises, and self-evaluations.

3. Demonstrate and evaluate counseling strategies and techniques used to facilitate the client change process. **(3.E.10)**
  - Assessment occurs through Triad work, experiential exercises, transcriptions, and self-evaluations.
4. Describe counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships **(3.E.8)**
  - Assessment occurs through Communication Habits Assessment assignment, journals, and self-reflection paper.
5. Identify and demonstrate culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities **(3.E.7)**
  - Assessment occurs through the Communication Habits Assessment assignment, Triad work, experiential exercises, and UCWBM Discussion Forum.
6. Identify and practice strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences. **(3.E.11)**
  - Assessment occurs through class discussions and Triad work.
7. Understand goal consensus and collaborative decision-making in the counseling process. **(3.E.12)**
  - Assessment occurs through discussions, Triad work, and experiential exercise.
8. Understand the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients. **(3. B.5)**
  - Assessment occurs through UCWBM Discussion Forum, journal, and self-reflection.
9. Analyze ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities **(3.E.6)**
  - Assessment occurs through discussion and reflection paper.
10. Demonstrate the application of technology related to counseling. **(3.E.5)**
  - Assessment occurs through experiential exercise (virtual session), transcription, and self-evaluation
11. Distinguish the procedures for assessing risk of aggression or danger to others, self-inflicted harm, and suicide. **(3.G.13)**
  - Assessment occurs through Triad work and class discussion.
12. Understand record-keeping and documentation skills. **(3.E.16)**
  - Assessment occurs through class discussion and Experiential Exercise documented notes.

## REQUIRED TEXTBOOKS

Young, M. (2024). *Learning the art of helping: Building blocks and techniques*, 8th ed. Pearson. ISBN-10: 0138116563

Acho, E. (2020). *Uncomfortable conversations with a black man*. Flatiron Books. ISBN-10: 1250800471

### **For MACC students—the official writing style is APA format:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

### **For MAPT, MDIV, and ICS students—the official writing style is Turabian format:**

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago Guides to Writing, Editing, and Publishing. Chicago, IL: The University of Chicago Press, 2018. ISBN 978-0-226-43057-7.

**Additional required reading is available on Populi.**

## METHODOLOGY

Instructional methodology includes didactic and experiential learning activities, interaction with reading assignments, in-class discussions, small group practical skills development opportunities, written assignments, in-class and out of class assignments, demonstrations of desired skills, and other purposeful experiences to develop students' helping skills and attention to the nonverbal communication of themselves and others.

*Class Meeting Participation Expectations:* Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Learning is synergistic; it deals with abstract or theoretical ideas that have not yet been fully understood or internalized, and constructing learning and mastering concepts requires the community of learners sharing together—verbally. It's not a repetition of facts; if that's all we were interested in we could just do a quiz on the reading and be done. It's not a debate or an argument or posturing. Our class sessions are where we all can ask questions, make assertions, share concerns or doubts, express opinions, navigate new ideas, and encounter new ways of thinking. Everyone's input is vital to the learning environment. Quiet observation may have its place for most of the class session, but failing to contribute meaningfully is virtually the same as being absent from class.

## EVALUATION AND GRADE SCALE

### Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

*A course grade of F will not meet the requirements for degree credit.*

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

#### Calculation of grade will be based on the following:

Participation	10 pts.
Experiential Exercise I	20 pts.
Experiential Exercise II	20 pts.
Experiential Exercise III	20 pts.
Self-Reflection Paper	19 pts.
UCWBM Discussion Board	5
<u>Journal</u>	<u>6 pts.</u>
TOTAL=	100 pts.

Participation grades are limited to 10% of the course grade and may include, but is not limited to, classroom engagement, attendance, on time arrivals, timely responses to instructor emails, completion of required readings, engagement in synchronous sessions (online), and discussion board posts that meet the instructor's standards for quality and quantity (online). Consult the participation section of the syllabus for more details. Students who have agreed to be on campus will be on campus for every class session. Non-compliance will be considered an absence.

## COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 100 for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication manual of the American Psychological Association*, 7th edition.

- 1. Participation** – A portion of your grade will depend upon your level of participation during class each week. ***Students who have agreed to be on campus will be on campus for every class session. Non-compliance will be considered an absence.*** Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared. Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Spontaneous assessments may be given to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.
- 2. Experiential Exercises (KPI 2)** - Experiential exercises include **3 practical experiences** in which the student plays the role of a counselor with an acquaintance (e.g., friend, coworker, family member, etc.) who plays the role of a client in a real counseling scenario. Students will practice counseling micro-skills when working with a real problem presented by their “client.” Students will critique others’ demonstration of required skills for that unit. *See separate forms distributed during class.*

Students will hold three separate counseling sessions (20-25 minutes each). **Two** sessions will be one-on-one with your “client,” and **one** session will be **virtual Teams meeting** with your “client.” Students should arrange to video-record their two counseling sessions outside of class. Arrangements for recordings and informed consent with agreements for both will be discussed and distributed during class.

Students will transcribe their counseling sessions, complete self-evaluations, and document notes during class meetings on weeks 6, 8, and 11.

**Experiential Exercise I:** Focus on Rapport and Empathy Skills

**Experiential Exercise II (Virtual):** Focus on Empathy and Inquiry Skills

**Experiential Exercise III:** Focus on Empathy, Inquiry, Influencing, and Intervention Skills

Students will also participate in several roleplays throughout the semester depicting realistic counseling scenarios. The class will discuss and process the experiences during class.

- 3. Reflection Paper** – The reflection paper will encompass your experiences with your peers and your overall experience in this class. Papers should be in APA 7th ed. format including complete cover page, page headers and numbering, headings, and double-spacing and should discuss the following areas:
  - Discuss in a specific and concrete manner your current strengths.
  - Discuss in a specific and concrete manner the progress you have made in the development of counseling skills.

- Discuss in a specific and concrete manner your current areas in need of continuing development and practice.
  - Describe and discuss areas of personal/professional/spiritual growth and awareness. What insights have you gained regarding your counseling skills, personal concerns, and interpersonal relationships? How do these insights enhance your skills as a counselor? What are some of your personal values that might affect your ability to work with specific populations?
  - Develop a plan that addresses your professional development needs.
4. **Journal** – Two journal reflections will reflect upon learning experience in and out of the classroom setting, along with development of self- awareness as “self-as-counselor” Relevant entries *may* include, ***but are not limited to*** the following:
- brief summaries of new learning obtained from practice sessions with peers.
  - brief summaries of new learning obtained from out-of-class discussions with fellow students.
  - brief summaries of new learning obtained from application of material.
  - integration of learning from various sources
  - novel application of material
  - personal reactions to material
  - descriptions of moments of sudden insight (“aha” experiences)
  - process descriptions of professional growth over the course of time
  - integration of theoretical material with practical application
  - recognition of new principles, personal preferences, etc.

As the journal reflects each student's individual experience with and approach to the material, lengths may vary widely but you are only required to do at least a two-page (double-spaced w/ one-inch margins) journal entry. Grading will be based upon the amount of ***thoughtfulness*** reflected by each entry, ***depth*** (quality, not quantity) of student’s learning (topical and/or practical), and ***amount of knowledge and self-awareness*** that goes above and beyond lecture and assigned reading. Integration of readings and lecture as well as novel conceptualization of the material are necessary and critical for development as a professional counselor. Journal entries are worth 2 points per entry.

5. ***Uncomfortable Conversations With a Black Man (UCWBM) Discussion Forum. (KPI 3) See instructions & scoring rubric on Populi “Discussion.”***

CLASS SCHEDULE *All class meetings will be offered in-person and online via Teams meetings.*

Week	Topic	Readings/Assignments
1	Course Overview/Introduction Helping as a Personal Journey <b>CHA Pre-Test</b>	Ch. 1
2	The Nuts and Bolts of Helping The Therapeutic Relationship	Ch. 2 Ch. 3 <b>Communication Habits Assignment Due</b>
3	Invitation Skills	Ch. 3
4	Reflecting Skills: Paraphrasing & Reflecting Feelings	Ch. 4 & 5
5	Advanced Reflecting Skills	Ch. 6 <b>Journal due</b>
6 & 7	<b>Experiential Exercise I Due</b> (focus on empathy) Basic Inquiry Helpful Hints for Beginning Counselor Challenging Skills	<b>Transcription, Notes &amp; Self-Evaluation Due (10/15/25)</b> Ch. 4 (C & G) on Populi Ch. 5 (C & G) on Populi Ch. 7
8	Assessment & Goal Setting Change Techniques	Ch. 8 Ch. 9 <b>Journal due</b>
9	<b>Virtual Experiential Exercise II due</b> (focus on empathy & inquiry) Transcription & Self-Evaluation	<b>Transcription &amp; Self-Evaluation Due (10/29/25)</b>
10	Intervention Techniques Change Techniques	Ch. 7 (C & G) on Populi Ch. 10 <b>Journal due</b>
11	<b>Experiential Exercise III due</b> (focus on influencing & challenging skills and intervention & change techniques) Evaluation, Reflection, & Termination Transcription & Self-Evaluation	Ch. 11 <b>UCWBM "Initial Post" due</b> <b>Transcription &amp; Self-Evaluation Due</b>
12	Skills for Helping Someone Who is Different Course wrap-up and evaluations <b>CHA Post-Test</b>	Ch. 12 <b>UCWBM Discussion Forum Night</b> <b>Reflection Paper Due</b> <b>Communication Habits Assignment Due</b>

## WEBSITES

American Counseling Association (ACA)

<http://www.counseling.org/>

Ohio Counseling Association (OCA)

<http://www.ohiocounseling.org/>

State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board

<https://www.cswmft.ohio.gov/>

*Students' State Branch of the American Counseling Association:*

<https://www.counseling.org/about/divisions-regions-branches>

*Students' State Licensing Boards:*

<https://nbcc.org/search/stateboarddirectory>

Purdue Owl APA Writing Assistance

<https://owl.english.purdue.edu>

## PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

## DIGITAL DELIVERY GUIDELINES

*(Since all of this course is digitally delivered, the following guidelines will be followed.)*

### *Teams Online Meeting Etiquette*

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

### *Secure Environment*

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

### *Video Submissions*

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.

- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

## THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

### *Late Work During the Term*

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

## DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

## ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

**A growing concern** in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

## GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

## INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take

appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iames if you have any questions or concerns about the Informed Consent Statement.

*All students are subject to policies outlined in the Winebrenner Graduate Catalog.*

Syllabus revised: 01/01/2026