

## 5730 Counseling Skills

**CATALOG DESCRIPTION:** An introductory course in counseling that emphasizes development and application of skills necessary to handle routine problems confronted by ministers and professional counselors. An acquaintance with the literature of counseling and training in counseling strategies and skills are required.

**Instructor:**

Dr. Ed Gray.  
1000 Cherry Road  
Memphis, TN 38117

**Semester:** Fall 2008

**Format:** Lecture / Case study (On-campus)

**Day(s) Class Meets:** Monday

**Time Class Meets:** 1:00 P.M. – 3:45 P.M.

**Office Location:** Ijams Administration Building, Room 204

**Office Hours:** Mondays-Fridays by appointment

**Office Phone:** (901) 432-7715

**Email:** [egray@harding.edu](mailto:egray@harding.edu)

This course syllabus is our academic contract for course requirements and policies. It is your responsibility to read and be aware of the policies contained in the syllabus. If you do not understand any part of this document, it is your responsibility to ask for clarification. The syllabus is subject to change.

**STUDENTS WITH DISABILITIES:** It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Registrar, at (901) 761-1353.

### I. COURSE DESCRIPTION

This course focuses on experiential learning and your development of counseling skills through readings, classroom interaction, and triad peer counseling groups. The course is designed to give you opportunities to integrate interviewing skills with counseling theory and pastoral care perspectives.

### II. COURSE OBJECTIVES

1. To help students develop their own integration theory of psychology and counseling with theology and pastoral care. CACREP standards II – 1.b; 2.d.
2. To develop communication and interpersonal skills that will assist the student in helping relationships. CACREP standards II – 5.a,b,c,e,g.
3. To develop the ability to think systemically about problems. CACREP standards II – 5.d
4. To develop an awareness of managing boundaries in helping relationships. CACREP standards II – 5.b,g.
5. To teach fundamental skills such as relationship building, basic assessment, interventions, and evaluation of outcomes. CACREP standards II – 5.a,b.

### III. METHOD OF EVALUATING STUDENT PERFORMANCE

#### A. Course Requirements

##### 1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission.

Self ratings will be also used to help determine the participation portion of your grade. Students are to have read the assigned readings prior to the beginning of class per the course schedule. You will be asked to evaluate your preparation for each class period at the beginning of class. *Make copies of the form on page 8 of this syllabus for your evaluation.*

**Evaluation of attendance and participation will be based on the following criteria:**

<b>Attendance and Participation Grading Rubric</b>
<ul style="list-style-type: none"><li>• Demonstrates good preparation; knows readings well; has thought through implications of readings.</li><li>• Demonstrates evidence of higher order processing skills according to Bloom's taxonomy.</li><li>• Offers interpretations and analysis of materials (not just recalling of facts).</li><li>• Interacts with other students; able to hear other views and respond professionally.</li><li>• Exhibits strong evidence of insight into personal issues; demonstrates ability to assess group processes and participate appropriately</li></ul>

##### 2. Goals

Establish 3 - 5 goals for yourself regarding your counseling skill development this semester. **Turn this in by the second class meeting.**

##### 3. Midterm exam- Class Exam on 10-06-08. Verbatim due Friday, 10-10-08 by 3PM.

##### 4. Personal Change Project

Thoughtfully select an issue/problem you would like to work on as a "personal change project" throughout the course. By the second class period, turn in your **1 page initial report (as per the format provided on page 6-7 of this syllabus)**, regarding this "personal change project" you have chosen. Bring to class weekly a one page **Progress Report** regarding your efforts in this project. You will bring weekly reports over the semester. No report is due midterm, Thanksgiving, or finals weeks. Page 5 and 6 of this syllabus is taken from Hutchins chapter 1, pages 4-6. Follow the reporting model format provided for the **weekly progress report**.

##### 5. Optional - Crisis Counseling Hotline participation.

As an **optional** training opportunity, students may attend the training for the Memphis Crisis Hotline. Call the Director, Mike Labonte for more information and to volunteer at 271-5492. You would be involved in working a minimum of two shifts per month for 6 months after this training. You may work additional shifts, if you so desire, for added experience.

## **6. Weekly Triad Groups**

These peer counseling groups are based on the text readings of the current week. Students will prepare 11 reports during the semester. Triad groups will meet for **1 1/2 to 2 hours each time**. Turn in weekly a 1 - 2 page report of what you learn in your triad about yourself and your counseling skills. Each triad is to be videotaped and reviewed. Triads will need to schedule a counseling center room or library video room at a consistent time each week. Use the schedule book on the control room door or the library desk. Number each of your weekly reports.

## **7. Final exam**

The Final Exam will include the following:

(1) A 2-3 page typed process paper/essay. In this essay you will:

- 1) evaluate your achievement of your (3-5) goals;
- 2) reflect on areas of growth accomplished and improvement needed;
- 3) reflect on your learning experience during the semester; and
- 4) process what you have experienced and learned through your personal change project.

The due date is **at the final exam, 12-08-08**.

(2) A 20-25 minute video and verbatim transcript demonstrating skills from the 25+ counselor interventions you have learned throughout the semester. A format will be provided for you. You will meet with your professor the week of **12-08-07** for a review of this verbatim and videotape.

(3) Classroom Exam

## **8. Skill Development**

The skill development you achieve during this course will be directly related to the efforts you put into it. It is my goal that you identify and develop your style of interviewing and develop skills that help you to be comfortable in helping relationships with those you serve in counseling. In our class periods we will role play vignettes from helping situations you may have already encountered in ministry and counseling such as depression, grief and loss, anxiety, illness, hospital visitation, marital conflict, suicide, addictions, midlife crises, family problems, and other crisis situations.

## **9. Book Review**

Due to the moderately heavy workload of this class there will be no traditional research paper. In lieu of a research paper, choose a book regarding a particular ministry / counseling issue that interests you such as marriage counseling, depression, anxiety, grief and loss, affairs, a specific addiction, or a specific client problem you have already encountered. Have your book choice approved by the third class period and turn in a 3-4 page critique by class time on **11-03-08**. Cover the following items in this critique: a brief summary of the book's purpose, target audience, strengths and weaknesses of the book, the author's theory/approach to helping people and your level of recommendation of the book.

## B. Grading

### 1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

### 2. Overview Criteria for Grading

1. Classroom attendance, participation & weekly reading	10%
2. Triad reports & personal change project	10%
3. Book review	5%
4. Midterm	25%
5. Final Test	25%
6. Final Verbatim	25%
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Total for course	100%

## IV. CONFIDENTIALITY AND ETHICS INFORMATION

Confidentiality and Ethics Information.

In this course, you are entering an experience that involves a personal change project, self-disclosure, role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally sensitive and confidential. It is your duty to maintain confidentiality and trust. These same principles hold when talking to others in your helping relationships.

When audio or videotaping a session with a role-playing or real client, be sure you have permission on tape for that interview to proceed. If your client wishes, stop the tape at any time. **FOR YOUR OWN CONSIDERATION IN YOUR OWN ROLE AS A CLIENT:** You have the right and personal responsibility to only share of yourself what you want to talk about. All experiential exercises in this course are optional and you may stop participating in any experiential exercise you wish at any time without penalty. At the same time, if you find yourself not wishing to engage in the exercises, you may need to meet with your professor and explain your situation. This course, by its very nature, is experientially oriented.

## V. TEXTS/MATERIALS

### Required Texts/Readings:

- Carlson, D. L. (1994). *Why Do Christians Shoot Their Wounded*. Downers Grove, IL: Inter Varsity Press.
- Thomas, F. N., & Cockburn, J. (1998). *Competency-Based Counseling*. Minneapolis: Fortress Press.
- Young, M. E. (2009). *Learning the Art of Helping*. (4th. ed.). Columbus, OH: Prentice-Hall.

## VI. COURSE SCHEDULE (*subject to modification*)

Date	Topics/Assignments Due	Readings
Aug 18 (1)	A Theology of Helping (Do an initial interview this week – no triad.)	Young: Chapter 1
Aug 25 (2)	The Helping Relationship Triad #1	Young: Chapter 2 & 3
Sept 1 (3)	Helping Someone Who is Different Triad #2	Young: Chapter 4
Sept 8 (4)	Invitational Skills & Paraphrasing Triad #3	Young: Chapter 5 & 6
Sept 15 (5)	Reflecting Feelings & Meaning Triad #4	Young: Chapter 7 & 8
Sept 22 (6)	Challenging Skills Triad #5 Start midterm verbatim work	Young: Chapter 9
Sept 29 (7)	Assessment Skills and the Initial Interview Triad #6	Young: Chapter 10
Oct 6 (8)	<b>Mid-term exam</b>	
<b>Oct 13</b>	<b>No classes – Fall Break</b> Read Competency-Based Counseling	
Oct 20 (9)	Goal-Setting Skills & Competency-Based Counseling Triad #7	Young: Chapter 11 Thomas & Cockburn
Oct 27 (10)	Solution Skills & Competency-Based Counseling	Young: Chapter 12 Thomas & Cockburn
Nov 3 (11)	Outcome Evaluation/Termination Skills & Competency-Based Counseling Triad #8 <b>Book review due</b>	Young: Chapter 13 Thomas & Cockburn
Nov 10 (12)	Curative Factors and Advanced Skills: Part I Start reading Carlson Triad #9	Young: Chapter 14
Nov 17 (13)	Curative Factors and Advanced Skills: Part II Managing Boundaries in Helping Relationships Triad #10	Young: Chapter 15
<b>Nov 24</b>	<b>Happy Thanksgiving!</b>	
Dec 1 (14)	Why Christians Shoot Their Wounded Final Triad #11	Carlson: Chapter 1-11
Dec 8 (15)	<b>Final exam</b>	

## PERSONAL CHANGE PROJECT

In selecting a personal change project, think about some aspect of your personal behavior that you would really like to change. The project should be important to you, yet one that you can share with others. The project must depend on changes you make. For example, if you are having trouble interacting with another person (such as an employer, employee, spouse, or child), focus on how you can change instead of what the other person needs to do.

Personal change projects have helped individuals to become more proficient in these areas:

- Anxiety reduction and interacting more effectively with others in social situations
- Parenting skills and improving interactions with children in a family
- Starting and continuing conversations with new acquaintances
- Resolving conflicts between family members or friends
- Enjoying leisure time and related activities without guilt
- Becoming more assertive in positive, responsible ways
- Improving self-concept
- Overcoming irrational, self-defeating thought, emotions, and actions
- Monitoring and controlling outbursts of anger toward family members, supervisors, employers, athletic teammates, and others
- Eliminating discriminative attitudes and behavior associated with race, sex or culture
- Changing attitudes toward work (after a layoff, when a company closes, or other major life change occurs)
- Self esteem and self image relating to starting and maintaining a regular exercise program
- Learning to relax without TV, drugs, or other people
- Relationship issues & communication re: developing and adhering to a budget
- Improved interpersonal relationships by organizing and managing time more effectively (at home or on the job)
- Self esteem and self image relating to learning to study or read more effectively and efficiently
- Self esteem and self image relating to overcoming procrastination

The impact of these personal change projects increases when some time each week is devoted to discussion with triad partners and written analysis. I will not be grading success or failure of the project. This encourages you to engage in responsible experimentation with a variety of techniques and strategies. I suggest a brief, one to two page written summary in which you record important events as described next.

**Getting started on the personal change project:** By the second class, submit a brief (one-page) summary of the items outlined below for discussion. This first report on goals, procedures, and strategies will be a rough draft. You will likely make changes and revisions in it during the course. Observing what you do and why you do it are important parts of the learning process.

### **Reporting Format to be used each week**

**First report:** The first report should address these issues:

1. What is your major concern or reason for being interested in changing your behavior for this project? Describe specifics:
  - a. *Your current behavior or problem* (what you think and feel and how you act)

- b. *The situation* (who is involved, how, when, and where)
2. What is your major *realistic goal* for this personal behavior-change project during the term?  
The target date should be one or two weeks before the end of the term.
3. What are the main procedures and strategies you expect to use in working toward your goal?
4. How will you evaluate the outcome of the project?

**Weekly behavior change summary report: Beginning** the next week and continuing for 11 weeks, bring to class a one-page summary of the past week's events related to your personal behavior-change project. **Include these six headings:**

1. *Primary goal for the term*
2. *Goal(s) for the past week*
3. *Procedures used.* Indicate the methods you used to try to change your thoughts, feelings, and actions. Be specific.
4. *Results during the week.* List specific events that affected your progress. Here are four different examples of the kinds of things that might be described:
  - a. I succeeded in getting to work on time four out of five days. My motivation was very high and as a result I felt much better about myself. My boss also complimented me.
  - b. The weekend was a disaster. A friend I hadn't seen in 3 years came to town, and I did not do any of (the project) from Friday until Monday I frequently put off what is important to me to attend to others needs.
  - c. It was our anniversary. We splurged by eating out at an expensive restaurant and completely blew our budget for the month. It was worth it. We talked about it beforehand and agreed we could work around this. This was a decision "we" made.
  - d. At first I detested putting notes all over the house reminding me to put things away, but after about 5 days I found my attitude was changing. Cleaning up the house only took 15 minutes a day instead of hours I thought it would. I am amazed at how differently I feel towards my spouse and our house.
5. *Prescription for next week.* Assume you are the helper for a client who had the same experiences that you did. What would you recommend to this client to do during the next week? Why?
6. *Implications for working with others in the helping process.* List what you learned from your personal experience that may be important in working with other people in the helping relationship.

I strongly recommend that you keep a journal during the week describing specific events related to your project. Include specific information about your thoughts, feelings, and actions (such as enthusiasm, doubt, skepticism, commitment, successes, failures, attitudes, and specific events) that promoted or prevented goal achievement. Such notes help you in writing your weekly behavior-change summary. They are also useful in preparing a summary of your experience at the end of the term.

Adapted from David Hutchins and Claire Vaught, Helping Relationships and Strategies, 3<sup>rd</sup> edition pages 4-6.

## 5730 Counseling Skills

Name \_\_\_\_\_ Date \_\_\_\_\_

### Self-evaluation of **required** text readings

Evaluate your timeliness and effort in completing the required assignments of each text **by the day it was scheduled on the syllabus**. Use the following number scale.

**Circle** the appropriate number below that most closely describes your reading . . .

5. I read this thoroughly with appropriate time for reflection and understanding.
4. I read this well but without time for reflection.
3. I read this in its entirety, but hurriedly to get it done.
2. I read/skimmed to pick up the high points of this reading assignment.
1. I looked over this material before class discussion.
0. I didn't read this . . .

\*\*Estimated minutes spent on this reading assignment: \_\_\_\_\_ Number of pages read: \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

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\*\*Estimated minutes spent on this reading assignment: \_\_\_\_\_ Number of pages read: \_\_\_\_\_

## BIBLIOGRAPHY

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### **Preparation** for class #2

1. Read texts as per syllabus.
2. Each student is to conduct a 20 minute videotaped **interview, preferably**, of a class member you do not know. The focus of your **interview** should be about a challenge that the interviewee has faced in his or her life. Do not try to fix, advise, or counsel your peer. Conduct the interview in your own natural communication style. This assignment is separate from your triad experiences which will begin after the second class period.
3. No triad this week.
4. Turn in your 3 - 5 counseling skill goals for yourself this semester.
5. Turn in your initial personal change project report.

### **Preparation** for class #3

1. Read texts as per syllabus .
2. Triad – Young – page . For your triad experience, each person is to interview for 15-20 minutes one triad member using question 1 **or** 2 under the **Journal** section. Let your “client” pick which question, 1 or 2, with which they want to be interviewed. Try to utilize the therapeutic relationship skills discussed in the text readings and exercises assigned this past week. After your interview, the person who was observing should offer commentary, feedback and observations about positive skills used or any roadblocks to communication that might have come up in the interview.
3. Triad report 1 - 2 pages. What you learned out of this exercise both from your own interviewing work and that of your triad mates.
4. Personal change project report

### **Preparation** for class #4

1. Read texts as per syllabus.
2. Triad exercises using the Young text page Group Exercise .
3. Triad report 1 - 2 pages
4. Personal change project report

### **Preparation** for class #5

1. Read texts as per syllabus.
2. Triad exercise - Young text page . Exercise # Conduct a 10 – 15 minute interview. Follow the instructions for the observer writing down the helper’s responses during the interview. After the interview, go over the written responses with the triad members. Play back portions of the interview tape as necessary to critique what was done.
3. Triad report 1 - 2 pages
4. Personal change project

### **Preparation** for class #6

1. Read texts as per syllabus.
2. Triad exercise Do the group exercise on page in a 20 minute interview
3. Triad report 1 - 2 pages
4. Personal change project.

### **Midterm**

#### **Preparation** for class #9

1. Read texts as per syllabus.

2. Triad exercise # page . Exercise with a 20-25 minute interview regarding something about which the client has been conflicted.
3. Triad report 1 - 2 pages
4. Personal change project report **Be sure to follow your handout format and address the SIX areas of response.**

### **Preparation** for class #10

1. Read texts as per syllabus.
2. Triad exercise page . Counseling exercise with a 15 - 20 minute interview regarding something about which the client can establish some goals with the help of the counselor.
3. Triad report 1 - 2 pages
4. Personal change project report **Be sure to follow your handout format and address the SIX areas of response.**

### **Preparation** for class #11

1. Read texts as per syllabus.
2. Triad “group” exercise page . Conduct a counseling exercise with a 20 minute interview regarding a current or past dilemma. Follow the group exercise instructions and also include the positive asset search.
3. Triad report 1 - 2 pages
4. Personal change project report **Be sure to follow your handout format and address the SIX areas of response.**

### **Preparation** for class #12

1. Read texts as per syllabus.
2. Triad “group” exercise page . Conduct a counseling exercise with a 20 minute interview regarding one of the four topics suggested. Follow the group exercise instructions. As you take turns in your triad being the counselor one should do exercise I and the other should do exercise II.
3. Triad report 1 - 2 pages
4. Personal change project report **Be sure to follow your handout format and address the SIX areas of response.**

### **Preparation** for class #13

1. Read texts as per syllabus.
2. Triad “group” exercise page . Conduct a counseling exercise with a 20 minute interview regarding one of the topics/problems you have shared in a previous triad.
3. Triad report 1 - 2 pages
4. Personal change project report **Be sure to follow your handout format and address the SIX areas of response.**

### **Preparation** for class #14

1. Read texts as per syllabus.
2. Triad exercise. Conduct a 20-25 minute counseling session. Utilize one of the topics/problems you have shared in a previous triad or some other subject matter about which your client has strong feelings. Practice your ability to focus the client by asking questions that increase affective response and questions that decrease arousal.

3. Triad report 1 - 2 page
4. Personal change project report **Be sure to follow your handout format and address the SIX areas of response.**

**Preparation** for class #15

**Final Exam**

**Schedule your appointment with Dr. Gray for your verbatim session.**