



## HARDING SCHOOL OF THEOLOGY

### 5730 Counseling Skills Summer 2017

**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.

**Professor:**

Dr. Ed Gray, LMFT, LPC-MHSP, NCC  
1000 Cherry Road  
Memphis, TN 38117

**Semester:** June 5-10, 2017

**Format:** Lecture / Experiential (On-campus)

**Day(s) Class Meets:** Mon. – Sat.

**Time Class Meets:** M – F 8:00A.M. -  
10:55AM & 1 - 4:15 PM      **Sat.** 8-12

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

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

**Office Phone:** (901) 681-9200

**Skype:** dredgray

**Email:** [egray@harding.edu](mailto:egray@harding.edu) (*use the Canvas email for class-related communication*)

**ACADEMIC INTEGRITY:** Harding University's Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

**CREDIT HOUR WORKLOAD:** For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

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.

**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 Steve McLeod, the Associate Dean, at 901-761-1353.

**LIBRARY RESOURCES:** If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site ([www.hst.edu](http://www.hst.edu)) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

## 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. CONTENT AREAS & CRITICAL COMPETENCIES

(CACREP 2009 Standards can be found at <http://www.cacrep.org/2009standards.html>)

*As a result of taking this course, students should be able to:*

1. Articulate their own integration theory of psychology and counseling with theology and pastoral care. CACREP standards II.G.1.b; 2.b.
2. Demonstrate communication, interviewing, and interpersonal skills that will assist the student in helping relationships. CACREP standards II.G.5.a,b,c,d,e,g.
3. Demonstrate the ability to think systemically about problems. CACREP standards II.G.5.e,d
4. Develop an awareness of managing boundaries in helping relationships. CACREP standards II.G.5.b
5. Demonstrate fundamental skills such as relationship building, basic assessment, interventions, and evaluation of outcomes. CACREP standards II.G.5.a,b.
6. Articulate self-care strategies appropriate to the counselor role. CACREP standards II.G.1.d
7. Demonstrate familiarity with counseling literature and resources.

## III. USE OF TECHNOLOGY

Please read the Technology Use Policy for this class found on page 14 of this syllabus. Once you have reviewed it, sign it, and turn it in during our first class meeting.

This course is supported with the video platform [www.Zoom.us](http://www.Zoom.us) and **Canvas** (available at <http://elearning.harding.edu/>) to facilitate class participation. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform.

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions and class participation
- (Optional) Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).

***Equipment Requirements:***

1. **Ear buds with microphone required. Apple Earbuds with mic have worked flawlessly and are required.** (Apple MD827LL/A EarPods with Remote and Mic - Standard Packaging – White) Amazon: [https://www.amazon.com/Apple-MD827LL-EarPods-Remote-Mic/dp/B0097BEG1C/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1480536372&sr=8-1&keywords=Apple+MD827LL%2FA+EarPods+with+Remote+and+Mic+-+Standard+Packaging+-+White](https://www.amazon.com/Apple-MD827LL-EarPods-Remote-Mic/dp/B0097BEG1C/ref=sr_1_1?s=books&ie=UTF8&qid=1480536372&sr=8-1&keywords=Apple+MD827LL%2FA+EarPods+with+Remote+and+Mic+-+Standard+Packaging+-+White)
2. **Additional monitor for remote students required. Used monitor is okay.**
3. Laptop or tablet with camera or desktop computer with camera. On-ground students are encouraged to bring their laptops with camera to class and connect to the Zoom meeting with their computer.
4. Internet access using a latest version of a web browser such as Firefox (preferred), Google Chrome, or Microsoft Internet Explorer.
5. Latest version of Zoom software. This does change periodically without notification.

Each student in Counseling Skills needs to sign up for a free Zoom.us user account. It allows for meetings up to 40 minutes in length that will allow you to record your triads. You can record them on your own laptop. When recording is selected, the mp4 conversion occurs automatically when you close the “meeting.” It downloads to your download folder on your hard drive.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor. Of course, there are many email providers, and many students and professors hold more than one email address. To promote timely and secure communication about class related issues, students and professors will only use Canvas email.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor’s email address is [egray@harding.edu](mailto:egray@harding.edu). Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

## **IV. METHOD OF EVALUATING STUDENT PERFORMANCE**

### **A. Course Requirements**

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

**IMPORTANT: Students are to have read the assigned readings prior to the beginning of the week of summer class.**

Students are expected to attend **all** scheduled classes for which they are enrolled. **You are expected to notify your professor in advance of any late submission of assignments and before being late or missing any part of a class session due to an emergency.** In your professional practice as a counselor, you will need to notify your clients and employer should you need to reschedule appointments or meetings. 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; however, a lack of prior notification for missed classes or assignments will increase the point reduction significantly from the assignment and/or final grade. Evaluation of your level of participation this semester will be based on the rubric below. ***This course requirement is worth 50 points.***

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

Level of Participation Rubric	Level
<ul style="list-style-type: none"> <li>• Demonstrates good preparation: knows readings well, has thought through implications of readings.</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> </ul>	A-level
<ul style="list-style-type: none"> <li>• Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom’s taxonomy)</li> </ul>	B-level
<ul style="list-style-type: none"> <li>• Present, but not involved in discussions.</li> </ul>	C-level

## 2. Goals

Establish 3 - 5 goals for yourself regarding your counseling skill development this semester. Look at chapters 1-11 if you need some specific skills to target for your growth. **Submit this by May 20th using the link provided within Canvas.** Look at the skills in Young text to help you decide on skills you would like to develop.

## 3. Landon Saunders recording and critique:

Listen to the video presentation by Landon Saunders in your Canvas classroom. You will find the Landon Saunders video divided into 3 parts. You only need to do one summary on this 3-part resource. Write a two-page summary of this message and submit it using the link provided within the **Canvas classroom.** **This report is due SATURDAY NIGHT by 11:59 PM before the Monday of our first class meeting.** Submit this via the Canvas class link.

(If you are a first semester student and have any questions about Canvas and your Harding username and password, contact Matt Carter at 901-432-7744 or student support at (501) 279-4545).

## 4. Personal Change Project

1. Thoughtfully select an issue/problem you would like to work on as a “personal change project” throughout the course. By **May 20th, submit** your **1 page initial report (as per the format provided on page 10 of this syllabus)**, regarding this “personal change project” you have chosen.

2. **Submit** a subsequent weekly one-page **Progress Report** regarding your efforts in this project starting May 27<sup>th</sup> at 11:59 PM for the next 9 weeks over the summer term. Follow the reporting model format provided for the **weekly progress report on page 13 of your syllabus. This assignment is worth 50 points and reports should be uploaded to canvas before 11:59 PM on each Saturday.**

5. **Triad Groups** These peer counseling groups are based on the text readings of the current week. Students will prepare 9 reports during the summer term. Triad groups will meet for **1 1/2 to 2 hours each time**. **Submit** a 1 - 2 page report of what you learn in your triad about yourself and your counseling skills. Each triad is to be video recorded and reviewed. On-campus triads will need to schedule a counseling center room or library video room at a consistent time throughout the week. We will discuss in class how you will do your video work after our on-campus class time with a laptop or tablet with camera and internet connection.

6. **Mid-term exam Wed. June 7<sup>th</sup> in class**

7. **Final exam – Sat. June 10<sup>th</sup> in class plus take home**

The take home portion of the final exam will include the following:

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

- evaluate your achievement of your (3-5) goals;
  - reflect on areas of growth accomplished and improvement needed;
  - reflect on your learning experience during the semester; and
  - process what you have experienced and learned through your personal change project.
- The process paper due date **This is due Monday, July 17 by 9AM.**

(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. **This is due Monday, July 17 by 9AM.**

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**

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. **Cover the following items in this critique:** the author's credentials and background, 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. Have your book choice approved by the third class period. The paper is worth 50 points and **should be submitted via Canvas before midnight, Saturday July 8th.**

## 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. Criteria for Grading

1. Classroom attendance, participation	50 pts
2. Triad reports	50 pts
3. Personal change project reports	50 pts
4. Book review	50 pts
5. Midterm & midterm verbatim	100 pts
6. Final Test	100 pts
7. Final Verbatim	100 pts
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Total for course	500 pts

## V. CONFIDENTIALITY IN THIS COURSE

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 video recording a session with a role-playing or a real client, be sure you have permission on the recording 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.

## VI. NATURE OF COUNSELOR EDUCATION AND MINISTRY TRAINING

Becoming a minister, a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and practicum/internship experiences, you may also expect that some of your training may possibly invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally-charged issues. You are encouraged to make faculty and staff members aware of strong personal reactions related to course materials, assignments, and experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of

action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

## VII. CONFIDENTIALITY

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.

**IMPORTANT:** If any reference to current/past students/clients is made during class sessions or discussion board postings, students must ensure that identities are always kept confidential.

## VIII. TEXTS / MATERIALS

### Textbooks

Textbooks can now be ordered through a link on the [HST website](#). The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

### Required Texts/Readings:

Thomas, F. N., & Cockburn, J. (1998). *Competency-based counseling*. Minneapolis: Fortress Press. ISBN: 9780800629779

Stanford, M.S. (2008). *Grace for the afflicted*. Colorado Springs, CO: Biblica Publishing. ISBN: 9780830856749

Young, M. E. (2009). *Learning the art of helping*. (5<sup>th</sup>. ed.). Columbus, OH: Prentice-Hall. ISBN: 9780132627504

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- Carkhuff, R. R. (1980). *The art of helping IV*. Amherst, MA: Human Resource Development Press.
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- Crabb, L. J. (1999). *The safest place on earth*. Nashville: CO: W Publishing Group.
- Collins, G. R. (1988). *Christian counseling*. Rev. ed. Nashville: Word Publishing.
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- Frank, J. D. (1973). *Persuasion and healing*. (2nd. ed.). Baltimore: Johns Hopkins University Press.
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Wimberly, E. P. (1997). *Recalling our own stories*. San Francisco: Jossey-Bass Publishers.

**IX. COURSE SCHEDULE** (*subject to modification*)

<b>Date</b>	<b>Topics/Assignments Due</b>	<b>Young (chapters)</b>	<b>Sanford (chapters)</b>	<b>Thomas / Cockburn</b>	<b>Other/Articles</b>
<b>June 5</b>	A Theology of Helping Landon Saunders review due (Do an initial interview.)	1	1 & 2		
	The Helping Relationship	2 & 3			
	Invitational Skills Do Triad #1	4			
	Reflecting Skills: Paraphrasing	5			
	Reflecting Skills: Feelings Do Triad #2	6			
	Reflecting Skills: Meaning and Summarizing	7			
	Challenging Skills	8			
<b>June 7</b>	<b>Midterm Exam</b> Do Triad #3				
	Assessment Skills and the Initial Interview	9			
	Goal-Setting Skills & Competency-Based Counseling Do Triad #3	10		1 - 2	
	Change Techniques & Competency-Based Counseling	11		3 - 5	
	Outcome Evaluation/Termination Skills & Competency-Based Counseling	12		6 - 7	
	Therapeutic Factors and Advanced Skills: Part I Self-Care for Helpers Do Triad #4	13	3 - 14		
	<i>Grace for the Afflicted</i>				
June 10	Therapeutic Factors and Advanced Skills: Part II Managing Boundaries in Helping Relationships	14			
<b>June 10</b>	<b>Final exam</b>				

## X. 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

**\*\*First report:** The first report should address these issues and **include these four headings:**

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?

**\*\*Subsequent 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.

## XI. TECHNOLOGY USE IN THE CLASSROOM

**TECHNOLOGY POLICY - Read, sign, and submit this in Canvas before the first class meeting.**

**ACADEMIC INTEGRITY:** Harding University's Three Principles of Integrity:

4. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
5. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
6. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Administrative responses to violations of academic integrity may be handled by denial of credit for the assignment, academic probation, a failing grade for the course, or dismissal from HST.

In our society, multitasking is the norm. Checking email, surfing the Internet, social networking, and other technology tasks are done at the same time we interact with others. These tasks are totally inappropriate as you counsel people. **Therefore, my in-class policy will not allow for any of these activities during our face-to-face or online class meeting times.**

Listening to lectures, classmates, and video vignettes will provide you with practice opportunities to be fully present and hone your observation skills as you seek to learn counseling skills.

I commit to personal integrity in the use of technology and will abide by the policy above. I will also address a fellow student who is not following this policy and encourage him or her to further develop their attentiveness and observation skills.

\_\_\_\_\_  
Student's name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

**5730 Counseling Skills Summer 2017**

Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading . . .

Young, Mark E. Learning the Art of Helping.

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 . . .

Thomas, Frank N., and Jack Cockburn. Competency-Based Counseling.

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 . . .

Stanford, Matthew. Grace for the Afflicted.

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 . . .