



HARDING SCHOOL OF THEOLOGY

5730 Counseling Skills Spring 2024 Dr. Edward Gray

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
1000 Cherry Road
Memphis, TN 38117

Semester: Spring 2024
Format: Lecture / Lab / Live via Zoom
Day(s) Class Meets: Tuesday
Time Class Meets: 1:00 PM

Office Location: Ijams Administration Building, Room 204 / Zoom

Cell Phone: (901) 355-1357

Email: egray@harding.edu (*use the Canvas email for class-related assignment / communication*)

NEW STUDENTS: Students new to HST LIVE should watch the HST LIVE orientation video before the first day of class. The video can be found at <https://hst.edu/students/canvas-online-learning/>.

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: egray@harding.edu

Cell Number: 901-355-1357

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.

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

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 Associate Dean, at 901-432-7733.

Library Resources

If you have not taken 5990 (Advanced Theological Research) or took it more than a year ago, go to the HST Web site (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, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990. These annotated bibliographies list basic tools you will find helpful in your research.

Academic Integrity

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.

INCLEMENT WEATHER POLICY:

Should weather make it inadvisable to travel to campus, you will be issued an invitation from your professor to a video platform meeting to “attend” class remotely. Should you be without power or internet connection, the class will be recorded so you can be responsible for that week’s class information. Please have ear buds with microphone capability or a headset on hand to facilitate this video platform.

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. USE OF TECHNOLOGY

Please read the Technology Use Policy for this class found on the last page of this syllabus. Once you have reviewed it, sign it, and turn it in Canvas before 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

Equipment Requirements:

1. **Ear buds with microphone required. Apple Earbuds with mic have worked flawlessly.**
2. **Additional monitor for remote students is expected.**
3. Laptop or tablet with camera or desktop computer with camera.
4. Internet access using a latest version of a web browser such as Google Chrome.
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. 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.**

III. 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 class per the course schedule. You will fill out an evaluation / questionnaire before each class meeting. See Canvas for the link to submit your form each week.

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 or absence; 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 52 points.***

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

Level of Participation Rubric	Level
<ul style="list-style-type: none">• Demonstrates good preparation: knows readings well, has thought through implications of readings.• Offers interpretations and analysis of materials (not just recalling of facts).• Interacts with other students; able to hear other views, and respond professionally	A-level
<ul style="list-style-type: none">• Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy)	B-level
<ul style="list-style-type: none">• Present, but not involved in discussions.	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 the second class period using the link provided within Canvas.

3. Landon Saunders recording and critique: Listen to the presentation by Landon Saunders. Write a two-page summary of this message using double-spaced lines with 12 point Times New Roman font. Submit it using the link provided within the **Canvas classroom**. Go to <http://elearning.harding.edu/> and log in using your Harding username and password. (If you are a first semester student and have any questions about your Harding username and password, contact HU technical support at 501-279-4545.)

Open the **Canvas classroom** for this course. Teacher: Edward Gray Welcome to 5730 Counseling Skills. You will find the Landon Saunders video divided into 3 parts. You only need to do one critique on this 3-part resource. **This report is due at the beginning of our first class meeting.**

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, **submit in Canvas** your **1 page proposal (as per the format provided on page 13 of this syllabus)**, regarding this "personal change project" you have chosen. **Submit in Canvas each week**, a one-page **Progress Report** regarding your efforts in this project. You submit weekly reports over the semester. **No report is due on the weeks of the mid-term exam, study week, spring or fall break, or final exam.** Follow the reporting model format provided for the **weekly progress report on page 12-13 of your syllabus.** **This assignment is worth 50 points and reports should be uploaded to Canvas.**

5. Weekly Triad Groups: Peer counseling groups are based on the text readings of the current week. Students will prepare 10 reports during the semester. Triad groups will meet for **1 1/2 to 2 hours each time.** **Submit each week 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 library room at a consistent time each week.

Student triad groups involving a distance student will record the triad session using the Zoom.us video platform. Each student can sign up for a free account that gives you up to 40 minutes of meeting/recording time. Each student would set up a meeting for the triad and record the session in which he or she is the counselor. **This assignment is worth 50 points and reports should be uploaded to Canvas.**

7. Mid-term exam –3-12-24

8. Final exam –4-30-24.

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 is **the week of final exams.**

(3) Objective Exam

9. 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.

10. 5730 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. It should be no more than 3 pages and **be uploaded via the Canvas assignment link before 11:59 PM, March 15, 2024.**

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	
Quiz / readings	52 pts
2. Triad / Practicum reports	50 pts
3. 5730 Book review	50 pts
4. Personal change project reports	50 pts
5. Midterm	100 pts
6. Final Test	100 pts
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Total for course	402 pts

IV. 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 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 recording 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. NATURE OF MINISTER / COUNSELOR EDUCATION AND TRAINING

Becoming a minister / counselor 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.

VI. CONFIDENTIALITY

Counselors / ministers recognize that trust is a cornerstone of the counseling relationship. 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.

IMPORTANT: If any reference to current or past church members, students, and/or ministry situations is made during class sessions, students must take care to protect identities and change enough details so a situation or person is not recognizable. Even with great care, someone else in class may know or think they know of this difficult ministry situation. All class attendees are expected to maintain illustrations as confidential material.

VII. TEXTS / MATERIAL

Required Texts/Readings:

Thomas, F. N., & Cockburn, J. (1998). *Competency-based counseling*. Minneapolis: Fortress Press. ISBN: 978-0800629779

Young, M. E. (2017). *Learning the art of helping*. (6th ed.). Columbus, OH: Prentice-Hall. ISBN: 9780132627504 Be sure to get the 6th edition. You might check some used book websites for a significantly reduced price.

BIBLIOGRAPHY

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Andrews, J. D. W. (1991). *The active self in psychotherapy*. Boston, MA: Allyn and Bacon.

Arterburn, S., & Felton, J. (1993). *Faith that hurts, faith that heals*. Nashville, TN: Thomas Nelson.

Baldwin, M., & Satir, V. (1987). *The use of self in therapy*. New York, NY: Haworth Press.

Benner, D. G. (1998). *Care of souls*. Grand Rapids, MI: Baker Book House.

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Bergin, A. E. (1991). Values and religious issues in psychotherapy and mental health. *American Psychologist*, 46(4), 394-403.

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Brems, C. (2001). *Basic skills in psychotherapy and counseling*. Pacific Grove, CA: Brooks/Cole Publishing.

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Burns, D. D., & Nolen-Hoeksema, S. (1992). Therapeutic empathy and recovery from depression in cognitive-behavioral therapy: A structural equation model. *Journal of Consulting and Clinical Psychology*, 60(3), 441-449.

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Carlson, D. L. (1994.). *Why do Christians shoot their wounded? Helping not hurting those with emotional difficulties*. Downers Grove, IL: InterVarsity Press.

Carkhuff, R. R. (2000). *The art of helping* (8th ed.). Amherst, MA: Human Resource Development Press.

Clinebell, H. J. (1984). *Basic types of pastoral care and counseling* (Rev. ed.). Nashville, TN:

Abingdon.

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- Crabb, L. J. (1999). *The safest place on Earth*. Nashville, TN: W Publishing Group.
- Collins, G. R. (1988). *Christian counseling* (Rev. ed.). Nashville, TN: Word Publishing.
- Corey, M. S., & Corey, G. (1993). *Becoming a helper* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing.
- Cowen, E. L. (1982). Help is where you find it. *American Psychologist*, 37, 385-395.
- Dayringer, R. (1998). *The heart of pastoral counseling*. New York, NY: Haworth.
- DeJong, P., & Berg, I. K. (1998). *Interviewing for solutions*. Pacific Grove, CA: Brooks/Cole Publishing.
- Dodd, C. (2014). *Voices of the heart* (2nd ed.). Nashville, TN: Sage Hill.
- Egan, G. (1998). *The skilled helper* (6th ed.). Pacific Grove, CA: Brooks/Cole Publishing.
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- Fisher, R., & Ury, W. (1981). *Getting to yes: Negotiating agreement without giving in*. Boston, MA: Houghton Mifflin.
- Flatt, B., & others. (1991). *Personal counseling*. Searcy, AR: Resource Publications.
- Frank, J. D. (1973). *Persuasion and healing* (2nd ed.). Baltimore, MD: Johns Hopkins University Press.
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- Kottler, J. A. (2010). *On being a therapist*. San Francisco, CA: Jossey-Bass.
- Kottler, J. A., & Blau, D. S. (1989). *The imperfect therapist*. San Francisco, CA: Jossey-Bass.
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- Mahalik, J. R. (1990). Systematic eclectic models. *Counseling Psychologist, 18*, 655-679.
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- McMinn, M. R. (1996). *Psychology, theology, and spirituality in christian counseling*. Wheaton, IL: Tyndale House Publishers.
- McMinn, M. R., & Phillips, T. R. (Eds.). (2001). *Care for the soul*. Downers Grove, IL: InterVarsity Press.
- Meir, S. T., & Davis, S. R. (1993). *The elements of counseling* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing.
- Nichols, M.P., and Straus, M. B. (2021) *The lost art of listening* (3rd ed.). New York, NY: Guilford Press.
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- Roberts, R. C., & Talbot, M. R. (Eds.). (1997). *Limning the psyche*. Grand Rapids, MI: William B. Eerdmans Publishing.
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- Swetland, K. (2005). *Facing messy stuff in the church*. Grand Rapids, MI: Kregel.
- Trip, P. (2012). *Dangerous calling*. Wheaton, IL: Crossway.
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VIII. COURSE OUTLINE

Date	Topics/Assignments Due	Readings
Jan. 9 Class period # (1)	A Theology of Helping Landon Saunders review due -21 (Do an initial interview this week – no triad.)	Young: Chapter 1
Jan. 16 # (2)	The Therapeutic Relationship Triad #1	Young: Chapter 2
Jan. 23 # (3)	Invitational Skills Triad #2	Young: Chapter 3
Jan. 30 # (4)	Reflecting Skills: Paraphrasing Triad #3	Young: Chapters 4
Feb. 6 # (5)	Reflecting Skills: Feelings Triad #4	Young: Chapter 5
Feb. 13 # (6)	Reflecting Skills: Reflecting Meaning & Summarizing Triad #5	Young: Chapter 6
Feb. 20 # (7)	Challenging Skills Triad #6	Young: Chapter 7
Feb 27 # (8)	Intensive Week No Class	
Mar. 5 # (9)	Spring break	
Mar. 12 # (10)	Midterm – Chapters 1 - 7 Book Review Due 3-15-24 11:59 PM	
Mar. 19 # (11)	Assessment Skills and Goal-Setting Competency-Based Counseling Triad #7	Young: Chapter 8 Thomas & Cockburn Chapters 1-2
Mar. 26 # (12)	Change Techniques I & Competency-Based Counseling Triad #8	Young Chapter 9 Thomas & Cockburn Chapters 3-5
Apr. 2 # (13)	Change Techniques II & Competency-Based Counseling Triad #9	Young: Chapter 10 Thomas & Cockburn Chapters 6-7
Apr. 9 # (14)	Evaluation, Reflection and Termination Triad #10	Young: Chapter 11
Apr. 16 # (15)	Cross Cultural Counseling / Helping Someone Who is Different	Young: Chapter 12
Apr. 23 # (16)	Self-Care for Helpers	Resources on Canvas Page
Apr. 30 # (17)	Final exam	

IX. 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 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 10 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, 3rd edition pages 4-6.

X. TECHNOLOGY USE IN THE CLASSROOM

TECHNOLOGY POLICY - **Read, sign, and submit this during the first class meeting.**

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

- **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
- **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
- **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 Confidentiality Agreement

Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what is disclosed by others. Throughout this course, **especially in triad sessions**, it is possible that personal information will be shared; therefore, learning to maintain confidentiality is essential. By signing this form, you are agreeing to keep your fellow students' personal disclosures to yourself. You may describe the general the activities of the class to others, but it would be highly inappropriate to disclose another student's personal information to someone not in this class or to discuss/gossip about what is shared in your private sessions with other classmates who are not present in those sessions. Disclosure of material to someone not in your triad group may subject you to failure in this course and dismissal from class.

However, confidentiality has its limits. Under certain conditions, such as those involving physical safety, it is necessary for you to advise the instructor, who will determine if formal reporting is in the disclosing student's best interests.

CLASS GUIDELINES

- Personal information shared in the class is the property of the class and is not to be taken outside of this context.
- You are free to participate or not, but others in the class are free to give you feedback either way.
- You will be the one to decide your comfort level for disclosure. No one will be forced to discuss issues that elicit discomfort or that take you "deeper" than you want to go.
- Fully attend to the person sharing. Listen with your ears, observe with your eyes, pay attention to what you are feeling, and reflect upon your reactions.
- Use "I" statements when giving feedback. Be concrete, specific, and objective.
- Give feedback based on your experience of the issue at hand and clarify when you are unsure about what the other is saying. Do not probe or ask a lot of questions, particularly when they serve **you** more than they will help the other person.
- Practice being "real" in the class.
- You get out of this class what you put into it.
- If you choose to raise a personal issue that leads to a strong emotional reaction, your instructor may refer you to counseling services outside of the context of the class.

I agree to the conditions stated above.

Student's signature

Date

Adapted from Dr. Mark E. Young *Learning the Art of Helping*