

Houston Graduate School of Theology

COU 600 Counseling Techniques

Fall 2013 – Wednesdays 9:00 – 11:30 am

Instructor: Ria E. Baker, Ph.D., LPC-S

Email: rbaker@hgst.edu

Phone: 713-942-9505

The mission of Houston Graduate School of Theology is empowering spiritual leadership through the intellectual, spiritual, and vocational development of men and women in order to advance the gospel of Jesus Christ throughout the world.

- I. Course Description** A study of principles, methods, and techniques for the counseling of individuals with attention to ways of fostering reflection and insight for the counselee, resolution of problematic issues, personal resolve, initiative, and personal growth within the context of the counselee's various dynamic relationships. Available to MDiv students with prior approval (see faculty advisor).

II. Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A. begin the process of translating theory into practice
- B. begin the process of developing one's own theoretical orientation
- C. gain exposure to other professionals in the field
- D. demonstrate mastery of basic Rogerian active listening and interview skills
- E. demonstrate the ability to formulate and ask probing questions
- F. demonstrate the ability to conduct clinical intakes
- G. demonstrate the ability to take clinical notes
- H. demonstrate an understanding of crisis intervention methods and approaches
- I. Course objectives will be demonstrated and measured by the following assignments: the compare and contract of theories assignment; the interview assignment; the audio/video recordings of sessions, the psychosocial assessment, and transcript processing assignments.

III. Texts

Required textbook:

Young, Mark E. (2013). *Learning the art of helping. Building blocks and techniques* (5th ed.). Upper Saddle, NJ: Pearson Education, Inc. ISBN-13: 978-0-13-241029-8

Recommended textbook:

McHenry, Bill & McHenry, Jim (2007). *What therapists say and why they say it. Effective therapeutic responses and techniques*. Boston, MA: Pearson Education, Inc. ISBN 0-205-48477-8

IV. Course Requirements

A. Compare and Contrast Assignment:

Each student should identify two counseling theories that appeal to his/her developing clinical approach. The student will produce a 5 page report comparing and contrasting the two and explaining how the theories will compliment the student's overall professional identity. Techniques that each theory promotes need to also be discussed. The paper is to be in APA format with references (minimum five pages of text, not including cover and references). References must be primary and not summative in nature (works produced by theorists rather than textbooks summarizing the original works). The student should be prepared to discuss their paper informally in class.

B. Interview:

Each student will locate and interview one professional in the field of counseling (counseling, therapy, social work, psychology, etc.) that they are NOT well acquainted with. The individual must hold at least a masters level degree and have a minimum of two years post-graduate experience.

The interview should be 15-20min in length, audio taped. Student will turn the taped session and a brief one-page commentary about the interview experience and highlights from the interview. Students should consider this an opportunity to further expand their awareness of the various aspects of the profession while polishing their interviewing skills prior to the client sessions.

C. Taped Sessions:

Each student will conduct one 30-minute pseudo counseling session with a fellow classmate. The session should be video/ audio taped. After the review of the first tape, the student will conduct two more 30-minute taped sessions with a second client. This client can be a colleagues or acquaintance of the student. Additionally, for each client, the student will provide typed Tapescript Evaluation and Psychological Assessments. The student should be prepared to discuss the emotions, abilities, and shortcomings experienced during this exercise—these discussions will *not* focus on the clients, but on the student as a developing professional.

D. Class Participation:

Unlike a traditional lecture style course, the semester's activities will be less didactic and much more experiential in nature. Therefore, the students' attendance and participation is even more imperative to the learning environment.

E. Final Exam:

The final exam will be a combination essay and case study. The final, being the only exam, will be comprehensive in nature.

NOTE: APA Style: As students in graduate school, most of your paper requirements are required to be in the APA style. The main reason for this is so that papers and presentations can be standardized. Not all student assignments in this course will lend themselves to this format. Regardless, students are encouraged to become familiar with the APA Manual. Both content and format are important. The top 7 APA style requirements that are worthy of attention are:

1. Citations (both within the text and in your reference page)
2. Cover sheets
3. Use running head correctly
4. Page numbers
5. Margins
6. Font size 12''
7. Using quotes and documenting them correctly

V. Grading Scale

Compare/Contrast Assignment	20 %	due Sept. 25
Interview	15 %	due Oct. 9
Taped Sessions (3)	30 %	due Oct. 16 and Nov. 6
Class Participation	10 %	
Final	25 %	Dec. 11

Semester grades will be assigned on the following basis:

Points	Grade	Points	Grade	Points	Grade	Points	Grade
96-100	A	88-91	B	80-83	C	69 & below	F
94-95	A-	86-87	B-	78-79	C-		
92-93	B+	84-85	C+	70-77	D		

VI. Policies

- A. Regular attendance and submission of assignments on due dates in syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. Attendance is required at scheduled classes and at the scheduled start time. The student could lose as much as a letter grade for excessive tardiness. **Class attendance is required. A large part of the course is experiential and therefore cannot be made up.** *You are allowed to have three absences without any type of penalty. However, if you are absent more than three times this semester, the highest grade you can get in this class is a "B" (85%); Four times is a C (75%). More than 5 classes will result in a mark of "F." If you are more than 20 minutes late or you are habitually late (even if it less than 20 minutes), it will count as an absence. Please take this attendance policy into account if you have upcoming events such as weddings and so on. Formal attendance will be monitored beginning the second class meeting. Numerous absences will have a negative impact on your participation grade.*
- B. Work is expected on the due date. Students should expect a grade reduction of up to one letter grade on late papers. Five points will be deducted off of late work.
- C. Turnitin.com
 1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
 2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.

3. Students will submit assignments by the due date and time, but they will still submit the assignments in a hard copy format.

D. *Electronic Equipment Usage in Classrooms*

It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

E. *Incompletes*

In cases of extenuating circumstances, and at the discretion of the instructor, a student may request and apply for an extension on all required assignments, which are not completed by the end of the semester or term, subject to a 5-point grade reduction on the final grade of each assignment. If an extension is granted, the instructor will record a grade of "I" (Incomplete) and set an extension of time, not to exceed thirty calendar days from the end of the class, within which to complete the work. Additional extensions may be granted only by the Academic Dean or Associate Dean and only after a student has petitioned the Dean in writing. If the course work is not completed within the extended time allotment, the grade of "I" will be converted to the grade earned by the student up to that point. The student is responsible to ensure that all necessary paperwork is submitted to the registrar's office by the deadline published in the school calendar.

F. *Plagiarism*

Plagiarism is presenting the work of another person as one's own without giving proper credit for the use of the information. Students must not quote books, articles, essays, or Internet sites without giving proper credit to the author(s). Students should guard against plagiarism by crediting the original author through use of proper citations. Internet plagiarism is a particularly easy and tempting form of intellectual theft. Cutting and pasting sentences and paragraphs from the Internet without citations is plagiarism. Failure to cite Internet sources is plagiarism. Any student who is found guilty of plagiarism is subject to a range of consequences as outlined below.

1. If a faculty member suspects plagiarism, the instructor will investigate. If suspicions are confirmed, the faculty member will present the evidence to the appropriate Associate Dean as a record of the offense. If the Associate Dean concurs with the allegations, the following procedures should be implemented as applicable:
 - The faculty member may discuss the offense with the student following consultation with the Associate Dean, but the student will meet with the Associate Dean.
 - For a first offense, the faculty member, in consultation with the Associate Dean, may give opportunity for a rewrite of the assignment or may assign a grade of zero for the plagiarized assignment.
 - For a particularly egregious case of plagiarism on a major assignment, the consequences could result in automatic failure of the course.
2. The student may appeal the above-mentioned decisions of the faculty member in writing to the Academic Dean.

3. The second confirmed offense will result in expulsion from school. The student will be notified by a letter from the Academic Dean. His or her only opportunity for appeal will be to the President in writing. The President's decision will be final.

G. *Library Usage*

A student's ability to get the most out of library resources will enhance the possibility of earning a high grade in this class. Therefore, students should consider using, in addition to the HGST library, one or more of the following libraries.

1. *Houston Public Library*— Any resident of Texas can obtain a free Houston Public Library card. Library cardholders have access to all of the books in the library system as well as the use of free interlibrary loans, meaning that HPL cardholders can borrow almost any book available. Cardholders can use the library's website, www.houstonlibrary.org, to search the catalog and manage interlibrary loans. The website also contains links to WorldCat and other online databases that will enhance your research. The HPL location that is closest to HGST, the Collier Regional Branch (832-393-1740), is located at 6200 Pinemont, which is less than three miles from campus. A better option would be the newly expanded and renovated Central Library (832-393-1313), which is located downtown at 500 McKinney. In addition, HPL has many other locations. The HGST library can give you an application for an HPL library card, or you can print the application form from their website.
2. *Fondren Library at Rice University*— The Fondren Library (713-348-5113) is located at 6100 Main. Please visit www.rice.edu/fondren for more information. The procedure for borrowing books at the Fondren Library is, first, go to the online catalog [www.rice.edu/fondren] to search for available books; second, go to the HGST library and fill out a form, signed by HGST library personnel, to take with you to the Fondren Library for each book; third, retrieve the book(s) yourself; fourth, take the book(s) and the signed form to the circulation desk to complete checkout (return the yellow copy to the HGST library; when the book(s) are returned to the Fondren Library, they will indicate so on the pink and gold copies; return the pink copy to the HGST Library and keep the gold copy for your records).
3. Lanier Theological Library is a new resource for scholarly theological research in the Houston area. The library is open to the public, Monday, Wednesday-Friday, 9:00 AM - 5:00 PM, and Tuesday, 9:00 AM - 9:00 PM. The library is a research library with no circulation privileges. Nonetheless, students should consider Lanier Library to be a valuable research option. The catalog of Lanier Library is available online: <http://alexandria.lanierlibrary.net/#>.
4. *Cardinal Beran Library at St Mary's Seminary*—the home of an extensive theological library, St Mary's Seminary (713-686-4345) is located at 9845 Memorial Drive, only 4.6 miles from HGST. For more information, please visit <http://beran.stthom.edu>. The Doherty Library on the main campus of University of St Thomas is also an option.
5. *Library of the Presbytery of the New Covenant* – as an HGST student you have borrowing privileges at this library located at 1110 Lovett Blvd, Houston. To search their online catalog, go to <http://www.pbyofnewcovenant.org/cgi-bin/rqm/rqm.cgi>.
6. Other options include Harris County Public Library (www.hcpl.net) and the libraries at the University of Houston and Houston Baptist University.

VII. Notes for Writing Assignments

- A. Writing assignments should conform to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th Edition. This includes matters of style and format. Counseling students should pay particular attention to the *Manual* guidelines on submission of academic papers.
- B. The instructor requires the use of footnotes for documentation. The student should number pages. According to Turabian, page numbers should be in the upper right hand corner, except for the first page of the paper (not counting the title page). Margins should be one inch on all four sides, except where major headings require a two-inch top margin.
- C. The student should utilize 12-point Times New Roman font throughout. The instructor prefers that the student **not** use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.
- D. Critical or formal writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly. Failure to do so will be penalized.
 1. Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
 2. Never use contractions.
 3. Avoid passive voice construction (i.e. The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
 4. Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
 5. Spellcheck! Spellcheck! Spellcheck! Dr. Baker does not tolerate misspelled words. Failure to spellcheck will result in a substantive reduction on the grade for written assignments.
 6. Grammar check works as well!
 7. All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
 8. Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

VIII. Class and Reading Schedule

**Due Dates for Assignments are Marked by Asterisks*

Selected readings should be completed prior to class discussion on the topic.

Required Class Dates

Aug. 28

Sept. 4

Sept. 11

Readings and Assignments Due

Syllabus, Introductions

Read Chapter 1 – Helping as a personal journey

Read Chapters 2 & 3- The nuts and bolts of helping; The therapeutic relationship

Sept. 18	Read Chapters 4 & 5 – Invitational skills and Reflecting skills
Sept. 25	*Compare & Contrast Assignment Due Read Chapters 6 & 7 – Reflecting skills
Oct. 2	Read Chapters 8 & 9 – Challenging skills and Assessment <i>Taping preparations w/ peers</i>
Oct. 9	*Interview assignment Due Read Chapter 10 – Goal setting skills
Oct. 16	Read Chapter 11 – Change techniques *1st Taped Sessions Due
Oct. 23	Read Chapter 12 – Outcome evaluation and Termination skills
Oct. 30	Read Chapter 13 –Therapeutic factors and advanced change techniques
Nov. 6	* 2nd Taped Sessions (2 parts) Due Chapter 14 – Therapeutic factors
Nov. 13	Article reading assignment – Suicide and Crisis Intervention <i>In class discussion of taped sessions and individual feedback from instructor.</i>
Nov. 20	Article reading assignment
Nov. 27	No class – Happy Thanksgiving
Dec. 4	Review for Final Exam
Dec. 11	*Final Exam

The professor of record reserves the right to adjust classroom topics as the course develops.

IX. Bibliography

Please visit the instructor’s course site for additional readings on counseling skills, a transcript process form, a taping consent form, and a psychosocial assessment form.