



# NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

PSYC 6302 Techniques & Skills in Therapy  
Church & Community Ministries Division  
Thursdays, 12:30-3:20 AM  
Fall 2015

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.*

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### **Purpose of the Course**

The purpose of this course is to provide theological training designed to enhance a student's potential to respond effectively and redemptively to persons struggling with emotional, relational, and/or spiritual problems.

### **Core Value Focus**

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the 2015-2016 academic year is *Mission Focus*. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the lens of mission focus. Throughout this course students will be encouraged to consider how the core value of "mission focus" impacts their development as Christian counselors being called to operate in the local church.

### **Curriculum Competencies Addressed**

1. *Interpersonal Relationships*
2. *Servant Leadership*
3. *Spiritual & Character Formation*

### **Course Description**

Counseling theory, practice, and skills are presented through active learning and traditional methods to train students in techniques and skills for effective counseling. Additionally, psychotherapeutic process research is examined. A model conducive to the use of the counseling skills is taught. (This course is a prerequisite for the clinical practicum and internship.)

## Student Learning Outcomes

By the end of the study, the student will

- A. be able to demonstrate knowledge and understanding of
  1. the specific skills that demonstrate a competent helper.
  2. the basic communication skills for helping, such as attending and listening, probing, summarizing, etc.
  3. a helping model as related to goal setting, outcome, etc.
- B. increase skills related to counseling by
  1. practicing therapeutic skills such as listening, attending, empathy, probing and questioning through role plays.
  2. observing and learning to identify specific therapeutic skills as demonstrated by others and video presentations.
  3. completing written exercises to practice skills “in private” before practicing them in public.
- C. increase in his or her ability to
  1. explore his or her own strengths and/or weaknesses as a helper
  2. be a better problem manager and opportunity developer in his or her personal life in order to help others more effectively.
  3. respond appropriately to feedback concerning his or her own progress.
  4. understand and seek to develop the attitudes as a counselor that can be the foundation for ministering to others in such an effective way that they may come to desire to know Christ and have a personal relationship with Him.

## Course Methodologies

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, dialogues, lectures, examinations, role plays, work sheets, and other assignments will be included.

## Required Readings

Bundle: *Essentials of Skilled Helping: A Problem Management & Opportunity Development Approach to Helping + Exercises in Helping Skills*  
Gerard Egan, 10<sup>th</sup> ed., (2014) Brooks/Cole

## Assignments & Evaluation Criteria

Class Participation & Reading Assignments	5%
Homework / Workbook Assignments	20%
Personal Change Project	20%
Forms	15%
Mid-Term Exam	20%
Final Exam	<u>20%</u>
	100%

*Class Participation and Reading Assignments (5%)* is based on student's *attendance and interactions* during class discussions. Each student is allotted 9 classroom hours of absences. (3 class meetings). Three occasions of arriving late or leaving early are counted as one absence. Any additional absences will result in failure of the course. Because this class consists of developing skills which will be practiced during class time, absences will impact the grade in this section. If students do not show evidence of having completed a reading assignment, a pop quiz will be given.

*Homework and Workbook Assignments (20%)* are an important part of preparing for class time. Students should bring their workbook to class each Tuesday with the weekly assignment fully completed. Workbooks will be spot checked during the semester and collected for final grading in the last class.

*Personal Change Project (20%)* Thoughtfully select an issue/problem you would like to work on as a personal change project throughout the semester. Write and submit on blackboard a 1- page weekly report on your progress and efforts. Reports are not accepted late. See attached handout (Follow the weekly reporting model provided in this attached handout.) The first report is due next Tuesday. The final week of the semester, students will prepare and submit a 2-3 page summary of their change project experience. This is due in the last class meeting. The summary should include your goal, evaluation of steps taken to accomplish goal, emotions experienced, things learned, and specific application to counseling others.

*Forms (15%)* Each student shall prepare: (1) A 3-5 page double-spaced Declaration Statement that meets the disclosure requirements outlined by the Louisiana LPC Board of Examiners. It must follow the outline given at the LPC Board website ([www.lpcboard.org](http://www.lpcboard.org)). Specific instructions will be given in class. Also, (2) A separate Proposed Fee Policy Sheet and, (3) A Client Intake Form. All three forms are to reflect the information provided from class lectures and required readings. Students may use the forms of other professionals as a guide for content and style, but must turn in original work. These are due at the beginning of class on Tuesday, October 1.

*Mid-term Exam (25%)* will consist of each student leading and recording one 15-20 minute therapy session. This session is to be videotaped in the counseling suite video room. Each student will schedule a time to make the recording, and come with a partner (from class) to record the session. This topic should not be revealed to the partner until the recording. Each student will submit a written evaluation of his/her counseling session. Evaluations should be thorough and reflect both thought and effort. The evaluation should address **each** item on the grade sheet. Along with the individual evaluation, each student must collect an evaluation from the counselee and submit it with the tape and personal evaluation. Each

student will also determine a percentage grade for his / her midterm. This percentage will be factored into the midterm grade.

*Final Exam (25%)*

**Grading Scale**

- A – 93-100
- B – 85 – 92
- C – 77 – 84
- D – 70 – 76
- F – Below 70

Course Schedule:

<b>Week #</b>	<b>Date</b>	<b>Reading</b>	<b>Lecture Topic</b>	<b>Assignment</b>
1	TH-8/27	Egan Ch 1	Overview / Syllabus The Ingredients of Successful Helping	Ch 1 Workbook
2	TH-9/3	Egan Ch 2	The Helping Relationship and the Values that Drive it	Ch 2 Workbook Change Project 1
3	TH-9/10	Egan Ch 3	Empathic Presence	Ch 3 Workbook Change Project 2
4	TH-9/17	Egan Ch 4	Empathic Responding	Ch 4 Workbook Change Project 3
5	TH-9/24	Egan Ch 5	The Art of Probing and Summarizing <b>Forms Due</b>	Ch 5 Workbook Change Project 4
6	TH-10/1	Egan Ch 6	Facilitating Client Self Challenge	Ch 6 Workbook Change Project 5
7	TH-10/8		<b>Mid-Term Exam Taping No Class</b>	
8	TH-10/15	Egan Ch 7	Helper Self Challenge	Ch 7 Workbook Change Project 6
9	TH-10/22		<b>Fall Break-No Class</b>	

<b>Week #</b>	<b>Date</b>	<b>Reading</b>	<b>Lecture Topic</b>	<b>Assignment</b>
10	TH-10/29	Egan Ch 8	An Introduction to Problem Management Process	Ch 8 Workbook Change Project 7
11	TH-11/5	Egan Ch 9	Help Clients Tell Their Stories	Ch 9 Workbook Change Project 8
12	TH-11/12	Egan Ch 10	The Real Story and the Right Story	Ch 10 Workbook Change Project 9
13	TH-11/19	Egan Ch 11	Designing for the Future	Ch 11 Workbook Change Project 10
14	TH 11/26		<b>Thanksgiving Break-No Class</b>	
15	TH-12/3	Egan Ch 12	Goals, Outcome, Impact	Ch 12 Workbook Change Project 11
16	TH-12/10	Egan Ch 13	Planning the Way Forward	Ch 13 Workbook Final Summary of Change Project
Final Exam – Thursday, December 17 <sup>th</sup> from 1:00-3:00				

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **For Technical Assistance Contact the ITC**

- [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
- [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
- [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
- [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests.
- [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Netiquette**

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

## 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

**Name, Date, and Report Number – Must be at the top of submission 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 through the semester, 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 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 The last week of class students will submit a 2-3 page summary describing their change project experience. This summary should include the same types of information as the weekly reports, but should be a summary of the overall experience. This is due by the last class period.

## Selected Bibliography

- Andersen, P. (1999). *Nonverbal communication. Forms and Functions*. McGraw-Hill
- Atkinson, D.R., Worthington, R.L., Dana, D.M., & Good, G.E. (1991). Etiology beliefs, preferences for counseling orientations, and counseling effectiveness. *Journal of Counseling Psychology, 38* (3), 258-264.
- Bailey, K.G., Wood, H.E., & Nava, G.R. (1992). What do clients want? Role of psychological kinship in professional helping. *Journal of Psychotherapy Integration, 2*(2), 125-147.
- Carkhuff, R.R., & Anthony, W.A. (1979). *The skills of helping: An introduction to counseling*. Amherst, MA: Human Resource Development Press.
- Cole, H.P., & Sarnoff, D. (1980). Creativity and counseling. *Personnel and Guidance Journal, 59*, 140-146.
- Elias, M.J., & Clabby, J.F. (1992). *Building social problem-solving skills*. San Francisco: Jossey-Bass.
- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- Goldstein, A.P. (1980). Relationship-enhancement methods. In F.H.Y. Kanfer & A.P. Goldstein (Eds.), *Helping people change: A textbook of methods* (2<sup>nd</sup> ed.). New York: Pergamon Press.
- Hendrick, S.S. (1990). A client perspective on counselor disclosure. *Journal of Counseling Psychology, 35*, 257-259.

The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.

<b>Papers or Assignments</b>	<p>All <u>assignments</u> are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. <u>Assignments</u> will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.</p> <p><u>Late assignments</u> will result in a deduction of <b>eight points per class period</b>.</p> <p><u>Assignments</u> must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.</p> <p><u>All counseling students</u> will write papers in accordance to standards set in the APA Publication Manual.</p>
<b>Quizzes</b>	<p>Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.</p>
<b>Exams</b>	<p>If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the receptionist. Taking a late final exam requires the approval of the registrar's office.</p>
<b>Study Guide</b>	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
<b>Videos</b>	<p>If students need to record a counseling session for class, they must do so during the counseling center's hours of operation. Any video downloads, whether for a counseling session or a missed class period, must be downloaded by the professor or teaching assistant for this course.</p>
<b>Plagiarism</b>	<p>A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are <u>strictly forbidden</u>. <b><i>All sources must be cited.</i></b></p> <p>The Psychology and Counseling department adheres to the seminary's policy on plagiarism found in both the student handbook and graduate catalog. All infractions will be handled according to procedures outlined in the seminary's policy on plagiarism.</p>
<b>Class Participation</b>	<p>Working on assignments for other classes, playing games or using social media on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.</p>

\* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.