



COUN6302 – Techniques & Skills in Counseling
New Orleans Baptist Theological Seminary
Church & Community Ministries Division
Fall 2017

Amy C. Morgan, Ph.D, LPC
Associate Dean of Students, Adjunct Professor
3939 Gentilly Blvd.
New Orleans, LA 70126
(504) 282-4455, ext. 3283
amorgan@nobts.edu

Mission Statement

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 and its ministries.

Mission Statement of the Counseling Program (CACREP I.N, II.A)

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Spiritual and Character Formation, Servant Leadership, and Interpersonal Relationships.

Syllabus Distribution (CACREP II.D)

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Purpose of Course (CACREP II.D.1)

The purpose of this course is to help students develop knowledge and skills for effective counseling and helping relationships.

Course Description (CACREP II.D.1)

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 (CACREP II.D.2)

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.

Textbooks (CACREP II.D.4)

The following texts are required reading for class discussions and are to be read in their entirety unless otherwise specified.

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

Course Teaching Methodology (CACREP II.D.3)

A variety of methodologies will be used in this class. These methods will include, but not be limited to lecture, role play, small group activities, and presentations.

Course Requirements: (CACREP II.D.3)

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 Thursday with the weekly assignment fully completed. Workbooks will be spot checked during the semester and collected for final grading in the last class. Exercise 2.2, 3.2, and 8.4 are excluded. The actual workbook itself must be turned in at the end of the semester. No photocopies or electrical versions of the workbook will be accepted.

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 Thursday. 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). The LPC website provides an example of the Declaration Statement. Please personalize this to your current level of training as if you were preparing it for your practicum. Do make it your own and do not copy it verbatim. Specific instructions will be given in class.
(2) A separate Proposed Fee Policy Sheet. Fee sheets and fee scales can be found online. Think through what you believe you would charge. Will you use a sliding scale or a flat rate? Will you charge for missed appointments or telephone calls?
(3) A Client Intake Form Clients fill this out prior to meeting with you. Examples of these can also be found online as many counselors post their forms for clients to complete before coming in for counseling. Think through what types of information would be helpful to you as a Christian counselor. What would you like to know that might not naturally come up during the first session, but might be important.

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. Do not just cut and paste information from others. This should reflect thought and effort on your part. These are due at the beginning of class on **Thursday, September 14**. The rubric

that will be used to grade the forms has been attached to the bottom of the syllabus.

Mid-term Exam (20%) 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 (20%)

Evaluation of Grade (CACREP II.D.5)

The student's grade will be computed as follows:

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

Grading Scale

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: Below 70

Students are required to pass this course with a grade of B or higher in order to begin practicum and internship.

Course Policies, Academic Conduct, and Professional Conduct (CACREP I.J, G, O; II.D.6)

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.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.
Turn off cell phones. Utilize laptops and other technology for class purposes only.
Respect the professor and other members of the class.
Maintain confidentiality when someone shares personal information.
Participate in class and group discussions.

Disabilities and Accommodations (CACREP II.D.6)

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity (CACREP I.J)

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. 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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your

assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professional Conduct (CACREP I.O)

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by four points for each week day an assignment is late. Assignments will NOT be accepted after they are one week overdue.

Technical Assistance (CACREP I.G)

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center (CACREP I.G)

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

Student Services
(CACREP I.F, H)

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/studentservices, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.445 5 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.859 0	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.445 5 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.445 5 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.809 1	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.800 3	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.818 0	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.818 0	nobts.blackboard.com
Library	library@nobts.edu	504.816.801 8	www.nobts.edu/Library
Online Library	library@nobts.edu	504.816.801	http://www.nobts.edu/research-

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students



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Course Schedule (CACREP II.D.1,3)

Week #	Date	Reading Assignment	Topic	Key Assessment Due Dates	CACREP crf
1	8/24	Egan Ch 1	Overview / Syllabus Theories and Models of Helping	Ch 1 Workbook	II.F.5.a
2	8/31	Egan Ch 2	The Helping Relationship and the Values, Theories, and Models that Drive it	Ch 2 Workbook Change Project 1	II.F.5.c II.F.5.f
3	9/7	Egan Ch 3	Empathic Presence Impact of Technology	Ch 3 Workbook Change Project 2	II.F.5.e II.F.5.f
4	9/14	Egan Ch 4	Empathic Responding Ethical and Cultural Implications Forms Due	Ch 4 Workbook Change Project 3	II.F.5.d
5	9/21	Egan Ch 5	The Art of Probing and Summarizing	Ch 5 Workbook Change Project 4	II.F.5.g
6	9/28	Egan Ch 6	AACC – No Class Conceptualization and Facilitating Client Self Challenge	Ch 6 Workbook Change Project 5	II.F.5.b
7	10/5	Egan Ch 7	Helper Self Challenge	Ch 7 Workbook Change Project 6	II.F.5.f
8	10/12		Mid Term Exam Taping No Class		
9	10/19		Fall Break – No Class		
10	10/26	Egan Ch 8	An Introduction to Problem Management Process	Ch 8 Workbook Change Project 7	II.F.5.k
11	11/2	Egan Ch 9	Help Clients Tell Their Stories	Ch 9 Workbook Change Project 8	II.F.5.d
12	11/9	Egan Ch 10	The Real Story and the Right Story	Ch 10 Workbook Change Project 9	II.F.5.d
13	11/16	Egan Ch 11	Designing for the Future	Ch 11 Workbook Change Project 10	II.F.5.j

14	11/23		Thanksgiving Break- No Class		
15	11/30	Egan Ch 12	Goals, Outcome, Impact	Ch 12 Workbook Change Project 11	II.F.5.h II.F.5.i
16	12/7	Egan Ch 13	Planning the Way Forward	Ch 13 Workbook Final Summary of Change Project	II.F.5.n
Final Exam – Thursday, December 14th					

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.

Techniques & Skills in Counseling
Forms
Grading Rubric

Student:

Declaration Statement: • 3-5 pages • Grammar & Proof-reading • Professional and Organized • Louisiana LPC Disclosure Requirements ○ Qualifications and Areas of Focus ○ Supervisor Information ○ Services Offered ○ Counseling Relationship and Expectations ○ Client Rights and Responsibilities ○ Counseling Risks and Effects ○ Referrals ○ Fees ○ Code of Ethics and Confidentiality 1. Threat to other 2. Child or elder abuse 3. Threat to self 4. Confidentiality between couples 5. Court Subpoena 6. Written release ○ Physical Health ○ Emergency Information ○ Place for Signature and Date		/50
Proposed Fee Policy Sheet: • Grammar & Proof-reading • Professional and Organized • Use of Sliding Scale or Flat Rate • Included relevant charges such as late fees, insurance, etc.		/25
Client Intake Form: • Grammar & Proof-reading • Professional and Organized • 3-5 pages • Relevant Questions • Easy to read		/25
Final Grade:		/100
Comments:		

Selected Bibliography (CACREP II.E)

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- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
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