



COUN6302 Techniques & Skills in Therapy
New Orleans Baptist Theological Seminary
Division of Church & Community Ministries
Fall 2018

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Office: LMCCC 104-D
Thursday 12:30 p.m.-3:20 p.m.
Leeke Magee Christian Counseling Center

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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

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 Doctrinal Integrity.

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: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

Syllabus Distribution

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

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.)

Textbooks

The following textbook is required reading for class discussions and is to be read in its entirety unless otherwise specified.

Sbanotto, E.A., Gingrich, H.D., and Gingrich, F.C. (2016). *Skills for effective counseling: A faith based integration*, Downers Grove, IL: Inter Varsity Press. ISBN 978-0-8308-2860-9

Course Objectives

Course Objectives	Learning Experiences	Assessments
Students will develop ethically and culturally relevant skills and strategies for counseling. (2.F.5.d.)	<i>Instruction</i> Class lecture and instruction Small Group Experiences <i>Readings</i> SFEC – Chapters 1-16	<i>Course Assignments:</i> Midterm exam Small group transcript analysis Reflection questions Final exam
Students will engage in direct experiences designed to develop characteristics, behaviors, and skills necessary for counseling. (2.F.5.f.) (2.F.5.g.)	<i>Instruction</i> Participating in small group experiences & full class activities	<i>Course Assignments:</i> Small group experiences and transcript analysis
Students will demonstrate the ability to develop clear, measurable, and attainable outcomes for clients (2.F.5.i.)	<i>Instruction</i> Class lectures and discussion	<i>Course Assignment</i> Midterm exam
Students will examine personal characteristics, strengths, challenges, limitations, experiences, beliefs, and values in order to grow and develop as counselors. (2.F.1.l) (2.F.5.f)	<i>Instruction</i> Class lecture and discussions Weekly reflection questions and group meetings <i>Readings</i> SFEC – Chapters 1-16	<i>Course Assignments:</i> Reflection questions Small group experiences and transcript analysis Midterm exam Group Evaluation Final exam

Course Requirements and Evaluation of Grades

Assignment/Requirements & Description	Percentage	Due Date
Participation and Reading Assignments 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.	10%	Weekly
Reflection Questions Homework assignments are an important part of learning and preparing for class. Each week students will be required to complete reading and reflection questions. Reflection questions must be submitted on Blackboard prior to the class meeting each week. For this assignment students will type out each question and their reflection. Reflections should demonstrate thought and effort, be written in complete sentences, and follow standard rules of grammar. Reflections will be reviewed in class each week so students should come to class with access to their reflections. Reflections may not be submitted after class has begun.	25%	Prior to class each week

<p>Small Group Experiences (Role-Plays and Transcript Analysis)</p> <p>The class will be divided into groups of three. The purpose of the groups is to provide an opportunity for students to practice basic counseling skills. Groups will meet during class time. At least one member of each group needs to bring a digital recording device, cell phone or computer that has recording capacity. Make sure you have practiced using it before your first group meeting.</p> <p>Written assignments based on each small group exercise are to be submitted on blackboard prior to the start of the following class meeting. Four times during the semester student will receive more detailed feedback and evaluation on their assignment. Students will not be aware which weeks their particular assignment will be selected.</p> <p>In the last week of class each student will be asked to give a written evaluation of the other members of his/her group, including a self-evaluation, with regard to participation, involvement in and growth in skill competence as evidenced in the small groups. These evaluations will be taken into account when assigning a grade for this component of the course.</p> <p>If a student is unavoidably absent for a class in which a small group assignment is given, he/she is expected to practice the targeted skill with at least one other student outside class time and still submit the written assignment on the date due. If a group member is absent, the remaining members should go ahead with the small group during class time unless it is certain the entire group can get together to complete the assignment on time.</p>	25%	Prior to next class meeting
<p>Mid-term Exam</p> <p>The Mid-term Exam will consist of each student leading and recording a 20 minute therapy session. This session is to be videotaped in the one of the LMCCC counseling rooms, which must be scheduled in advance. Each student will schedule a time to make the recording, and come with a partner (from class) to record the session. The situation presented by the counselee should be a current, real situation rather than a role play. The topic should not be revealed to the partner until the recording. Each student will submit a transcript analysis of his/her counseling session as well as a personal evaluation of your ability to go over necessary paperwork with clients in a professional manner. The analysis portion should be thorough, reflect thought and effort, and should follow the format provided in class. Students will select an 8-10 minute consecutive segment of the recording to transcribe and analyze. This segment will need to have a minimum of four counselor responses (not including “uh huh” and “hummm, etc.”). If you need to add a couple of minutes to your transcribed section of the recording in order to make this possible, please do so. The identified section will be typed out verbatim. Assignment submissions must include a statement indicating how long the entire interview was, how long the transcribes section is and how many minutes into the interview the transcribed section begins.</p>	20%	Oct. 25 Due at the beginning of class

<p>Final Exam</p> <p>The Final Exam will consist of each student leading and recording one 20 minute therapy session. The focus of this session will be to develop clear, measurable, attainable goals with the client while demonstrating the counseling skills learned throughout the semester. This session is to be videotaped in the one of the LMCCC counseling rooms, which must be scheduled in advance. Each student will schedule a time to make the recording, and come with a partner (from class) to record the session. The situation presented by the counselee should be a current, real situation rather than a role play. Each student will submit a transcript analysis of his/her counseling session as well as a personal evaluation of growth and ability to set clear, measurable, attainable goals. The evaluation and analysis should be thorough and reflect both thought and effort and should follow the format provided in class.</p>	<p>20%</p>	<p>Dec. 13 1:00-3:00</p>
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Grading Scale:

- 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

Technical Assistance

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 relate 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.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

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

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.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

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.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. All class work is due at the dates specified. Late assignments will be given a deduction of half a grade per class day after the due date. Any assignment submitted after the final exam will receive a grade of 0 points.

Professional Conduct

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 Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

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

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

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/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

800-662-8701, ext. 3283. We are glad to assist you!

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
- Interact with us online at –



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Course Schedule

Week	Date	Reading Assignment	Learning Experiences	Assignment
1	8/23	Chapters 1-2	<i>Lecture & Discussion:</i> Overview / Syllabus The Micro-skills Approach The Person of the Counselor	Reflection Questions Chapters 1 & 2
2	8/30	Chapter 3	<i>Lecture & Discussion:</i> What Do You Notice? Skill: Perceiving	Reflection Questions Chapter 3
3	9/6	Chapter 4	<i>Lecture & Discussion:</i> Your Presence in the Room Skill: Attending	Reflection Questions Chapter 4
4	9/13	Chapter 5	<i>Lecture & Discussion:</i> Identifying the Pieces of the Story Skill: Reflecting Content	Reflection Questions Chapter 5 Group Work: Ch. 4
5	9/20	Chapter 6	<i>Lecture & Discussion:</i> Validating Emotion Skill: Reflecting Feeling Intake Sessions	Reflection Questions Chapter 6 Group Work: Ch. 5
6	9/27	Chapter 7	<i>Lecture & Discussion:</i> Connecting Empathically Skill: Empathic Reflection	Reflection Questions Chapter 7 Group Work: Ch. 6
7	10/4	Chapter 8	<i>Lecture & Discussion:</i> Zeroing In Skill: Clarifying	Reflection Questions Chapter 8 Group Work: Ch. 7
8	10/11	Chapter 9	<i>Lecture & Discussion: Via Blackboard</i> Connecting Deeply Skill: Intuitive Empathy Mid-Term Exam Taping – No Class Meeting	Reflection Questions Chapter 9 Group Work: Ch. 8
9	10/18		Fall Break – No Class	
10	10/25	Chapters 10-11	<i>Lecture & Discussion:</i> Expanding Therapeutic Options Skill: Using Metaphors Reflecting Apparent Discrepancies Skill: Confronting	Mid-Term Exam Due Reflection Questions Chapters 10 & 11 Group Work: Chapter 9
11	11/1	Chapter 12	<i>Lecture & Discussion:</i> Using the Here and Now Skill: Authenticity, Self-Disclosure, Immediacy	Reflection Questions Chapter 12 Group Work: Ch. 11
12	11/8	Chapter 13	<i>Lecture & Discussion:</i> Strategies for Growth Skill: Implementing Change	Reflection Questions Chapter 13 Group Work: Ch. 12

			Conceptualization, Goals, Outcome, Impact / Planning the Way Forward	
13	11/15	Chapter 14	<i>Lecture & Discussion via Blackboard:</i> Expanding the counseling System Skill: Thinking Systematically & Using the Relational System Final Exam Taping- No Class Meeting	Reflection Questions Chapter 14 Group Work: Ch. 13
	11/22		Thanksgiving Break – No Class	
14	11/29	Chapter 15	<i>Lecture & Discussion via Blackboard:</i> Appreciating the Sacred Skill: Attuning to the Holy Spirit and Spiritual Themes In Class Review and Critique of Sessions	Reflection Questions Chapter 15
15	12/6	Chapter 16	<i>Lecture & Discussion via Blackboard</i> Endings & New Beginnings Skill: Consolidating & Ending In Class Review and Critique of Sessions	Reflection Questions Chapter 16
16	12/13	Final Exam – Thursday, December 13, 2018 from 1:00-3:00		

Key Performance Indicators

Key Performance Indicator	Learning Experiences	Assessments
2.F.5.f	Instruction Reading assignments, discussions, lectures, group experiences, videos, examinations. Reading Sbanotto, Gingrich, & Gingrich: Skills for Effective Counseling, chapters 1-16	Professor Evaluation of Skills Video Rubric from mid-term exam and final exam.

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* (2nd ed.). New York: Pergamon Press.
- Hendrick, S.S. (1990). A client perspective on counselor disclosure. *Journal of Counseling Psychology*, 35, 257-259.