



PSYC6302 – Techniques & Skills in Counseling Church & Community Ministries Division.

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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 and its ministries.*

Purpose of Course

The purpose of this course is to help students develop foundational skills necessary for counseling.

Core Value Focus

The seminary has five core values. The core value focus for 2015-2016 is Mission Focus. This course supports the five core values of the seminary.

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the “Articles of Religious Belief” and the “Baptist Faith and Message 2000.”

Spiritual Vitality: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Mission Focus: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

Biblical Exposition: To interpret and communicate the Bible accurately.

Christian Theological Heritage: To understand and interpret Christian theological heritage and Baptist polity for the church.

Disciple Making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.

Servant Leadership: To serve churches effectively through team ministry.

Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.

Worship Leadership: To facilitate worship effectively.

The curriculum competencies addressed in this course are:

1. *Spiritual and Character Formation:* As students learn to integrate biblical, theological, and professional elements, they will gain competence in spiritual and character formation.
2. *Servant Leadership:* Through practice counseling and being learning to serve and meet the client's needs, students will practice and develop an appreciation for the role of servant leadership in the counseling relationship.
3. *Interpersonal Relationships:* Students will develop a greater level of competence in interpersonal relationships through increased personal reflection and self-examination, as well as practice counseling.

Course Catalog 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.

Textbooks

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 Requirements

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.

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). 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 **Thursday, February 18.**

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%)

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 Assignment Evaluation Percentages

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

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments.

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. Personal change projects will **not** be accepted after the start of class each week.

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.

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> 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.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

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.

Extra Credit

Given the nature of this course, there will not be opportunities for students to earn any extra credit.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

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.

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](#).

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.

Course Schedule

Course Schedule:

Week #	Date	Reading	Lecture Topic	Assignment
1	TH-1-21	Egan Ch 1	Overview / Syllabus The Ingredients of Successful Helping	Ch 1 Workbook
2	TH-1-28	Egan Ch 2	The Helping Relationship and the Values that Drive it	Ch 2 Workbook Change Project 1
3	TH-2-4	Egan Ch 3	Empathic Presence	Ch 3 Workbook Change Project 2
4	TH-2-11	Egan Ch 4	Empathic Responding	Ch 4 Workbook Change Project 3
5	TH-2-18	Egan Ch 5	The Art of Probing and Summarizing Forms Due	Ch 5 Workbook Change Project 4
6	TH-2-25	Egan Ch 6	Facilitating Client Self Challenge	Ch 6 Workbook Change Project 5
7	TH-3-3		Mid-Term Exam Taping No Class	
8	TH-3-10	Egan Ch 7	Helper Self Challenge	Ch 7 Workbook Change Project 6

9	TH-3-17		Spring Break-No Class	
10	TH-3-24	Egan Ch 8	An Introduction to Problem Management Process	Ch 8 Workbook Change Project 7
11	TH-3-31	Egan Ch 9	Help Clients Tell Their Stories	Ch 9 Workbook Change Project 8
12	TH-4-7	Egan Ch 10	The Real Story and the Right Story	Ch 10 Workbook Change Project 9
13	TH-4-14	Egan Ch 11	Designing for the Future	Ch 11 Workbook Change Project 10
14	TH-4-21		Thanksgiving Break-No Class	
15	TH-4-28	Egan Ch 12	Goals, Outcome, Impact	Ch 12 Workbook Change Project 11
16	TH-5-5	Egan Ch 13	Planning the Way Forward	Ch 13 Workbook Final Summary of Change Project
Final Exam – Thursday, May 12 th from 1:00-3:00				

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

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- 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.

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

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

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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