



COUN6302 Techniques & Skills in Therapy
New Orleans Baptist Theological Seminary
Division of Counseling
Fall 2022 – Thursdays 12:30-3:20 NOLA2U Live

Professor: Kristyn S. Carver, Ph.D.
 Professor of Counseling
Office: LMCCC 104-D
Phone: 504-282-4455 ext. 3743
Email: kcarver@nobts.edu
Grader: Montray Wyatt (montray16@gmail.com)

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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.

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.)

Program Objectives:

- #1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Train students to have the necessary academic and clinical skills to obtain professional licensure.
- #3. Equip students to develop a deeper understanding of cultural diversity to enhance counseling skills.
- #4. Train students to Integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Signature Assignment

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

	& Gingrich: Skills for Effective Counseling, chapters 1-16	
--	--	--

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

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 Teaching Methodology

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, group activities, practice counseling

Course Requirements / Assignments

Assignment/Requirements & Description	Percentage	Due Date
<p>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.</p>	10%	Weekly
<p>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 Canvas 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.</p>	25%	Prior to class each week
<p>Small Group Experiences (Role-Plays and Transcript Analysis) 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>During most class periods, at least one student will be selected to review the counseling session from the previous week. The class will process the session together. It is necessary for students to come to class each week prepared to play their session recording from the previous week.</p> <p>Written assignments based on each small group exercise are to be submitted on Canvas prior to the start of the following class meeting.</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</p>	25%	Prior to next class meeting

<p>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> <p>Students will gain practice in counseling as well as evaluating the counseling of group members and providing meaningful feedback to other group members.</p>		
<p>Mid-term Exam</p> <p>The Mid-term Exam will consist of each student leading and recording a 15-20 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 an analysis of his/her counseling session as well as a personal evaluation of his/her ability to go over necessary paperwork with clients in a professional manner. Submissions should be thorough, reflect thought and effort, and should follow the format provided in class. Students will use Dreamaker to submit their analysis. For the analysis, students will evaluate each counselor response and provide a possible alternative/improved response. Students will identify specific skills used in the session as well as indicate where skills could have been implemented, but were not. For each area for needed growth, students need to identify at least one specific strategy to improve that area.</p>	20%	Turn in at front office
<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 videoed 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</p>	20%	Dec.1 2:00-4:00

presented by the counselee should be a current, real situation rather than a role play. Each student will submit an 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.		
--	--	--

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

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

Evaluation of Grade

The student's grade will be computed as follows:

- Participation & Reading Assignments – 10%
- Reflection Questions – 25%
- Small Group Experiences (Role-Plays & Transcript Analysis) – 25%
- Mid-Term Exam – 20%
- Final Exam – 20%

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. Canvas.NOBTS.com Click on the "Help" button for technical questions/support requests regarding the NOBTS Canvas System. You can also email questions to Canvas@nobts.edu.
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.

Attendance Policy

Traditional: Students are expected to attend and participate in the class sessions. Any student missing more than nine hours may receive an automatic grade of "F" for the course. Three tardies will count as one absence.

If you are taking this course as a **NOLA2U Live** student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.

2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in this syllabus.
3. Technical issues will not be considered a valid reason for missing a class session.

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. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

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.

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.

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 Canvas for information specific to this course. Because Canvas 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 Canvas 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.

Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Course Schedule

Week	Date	Reading Assignment	Learning Experiences	Assignment Due at the start of class
1	Aug.18	Chapters 1-2	<i>Lecture & Discussion:</i> Overview / Syllabus The Micro-skills Approach The Person of the Counselor	Reflection Questions Chapters 1 & 2
2	Aug. 25	Chapter 3-4	<i>Lecture & Discussion:</i> What Do You Notice? Skill: Perceiving Your Presence in the Room	Reflection Questions Chapters 3 & 4

			Skill: Attending Group Work Chapters 3 & 4	
3	Sept.1	Chapter 5	<i>Lecture & Discussion:</i> Identifying the Pieces of the Story Skill: Reflecting Content Group Work Chapter 5	Reflection Questions Chapter 5 Group Work: from Aug.25 - Ch. 4
4	Sept.8	Chapter 6	<i>Lecture & Discussion:</i> Validating Emotion Skill: Reflecting Feeling Intake Sessions Group Work Chapter 6	Reflection Questions Chapter 6 Group Work: from Sept.1 - Ch. 5
5	Sept. 15	Chapter 7	<i>Lecture & Discussion:</i> Connecting Empathically Skill: Empathic Reflection Group Work Chapter 7	Reflection Questions Chapter 7 Group Work: from Sept.8- Ch. 6
6	Sept.22	Chapter 8	Mid-Term Exam Taping – No Class Meeting <i>Reading Topic:</i> Zeroing In Skill: Clarifying	Reflection Questions Chapter 8 Group Work: from Sept.15– Ch.7
Week	Date	Reading Assignment	Learning Experiences	Assignment
7	Sept. 29	Chapter 9	<i>Lecture & Discussion:</i> Connecting Deeply Skill: Intuitive Empathy Group Work Chapter 9	Mid-Term Exam Due Reflection Questions Chapter 9 Group Work: from Sept. 22
8	Oct. 6	Fall Break		
9	Oct. 13	Chapter 10	<i>Lecture & Discussion:</i> Expanding Therapeutic Options Skill: Using Metaphors Group Work Chapter 10	Reflection Questions Chapter 10 Group Work: from Sept. 29 –Ch. 9
10	Oct. 20	Chapter 11	<i>Lecture & Discussion:</i> Reflecting Apparent Discrepancies Skill: Confronting Group Work Chapter 11	Reflection Questions Chapter 11 Group Work: from Oct. 13- Ch.10
11	Oct. 27	Chapter 12	<i>Lecture & Discussion:</i> Strategies for Growth Skill: Implementing Change Conceptualization, Goals,	Reflection Questions Chapter 12 Group Work: from

			Outcome, Impact Group Work Chapter 12	Oct. 20 -Ch. 11
12	Nov. 3	Chapter 13	<i>Lecture & Discussion:</i> Planning the Way Forward Group: Wrap Up Final Exam Recording	Reflection Questions Ch.13 Group Work: from Oct. 27 - Ch. 12
13	Nov. 10	Chapter 14	<i>Reading Topics:</i> Expanding the counseling System Skill: Thinking Systematically & Using the Relational System	Reflection Questions Chapter 14 Group Wrap Up from Nov. 3
14	Nov. 17	Chapters 15 & 16	<i>Reading Topics</i> Appreciating the Sacred Skill: Attuning to the Holy Spirit and Spiritual Themes Endings & New Beginnings Skill: Consolidating & Ending	Reflection Questions Chapter 15
15	Nov. 24	Thanksgiving Break		
16		Final Exam – Dec. 1 (2:00-4:00)		

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.