

The College of Education and Behavioral Sciences
School of Education
Houston Baptist University

Course Syllabus
PSYC 5313 Methods and Techniques in Counseling
Fall Semester 2014

COURSE DESCRIPTION

This course will introduce the student to those active listening skills which communicate the qualities of empathy, genuineness and unconditional positive regard. The course will include role-playing and videotaped exercises. Other selected interventions will be included.

This course fulfills the Texas State Board of Examiners of Professional Counselors' academic requirement for licensure regarding "counseling methods or techniques - the methods or techniques used to provide counseling treatment intervention including: counseling individuals" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (5) (A).

COURSE CORRELATION TO PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

This course fulfills the Texas State Board of Examiners of Professional Counselors' academic requirement for licensure regarding "counseling methods or techniques - the methods or techniques used to provide counseling treatment intervention including: counseling individuals;" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (5) (A).

This course fulfills the Texas State Board of Examiners of Psychologists' academic requirement for licensure regarding "Interventions, including: counseling" as noted in Title 22, Part 21, Chapter 463, Rule 463.9 (b)(5) (A)

DATE AND TIME OF CLASS MEETINGS:

Day: Thursdays

Time: 6:30 PM – 9:00 PM

Room #: Hinton 202

INSTRUCTOR INFORMATION

Name: Rose Ann King, Ph.D.

E-mail: rking@hbu.edu

Office phone: TBD

Office location: TBD

Office Hours: 5:30 PM – 6:30 PM

LEARNING RESOURCES

Text: Perry, W. (2007). *Basic Counseling Techniques* (2nd ed.). Bloomington, IN: Author House. ISBN: 1-4343-5524-1

Reference Text: Cormier, S., Nurius, P.S., & Osborn, C.J. (2009). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions*. (6th ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-4954-1053-5

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

Given that Houston Baptist University is founded on Christian principles and values, this course is taught in a manner that encourages honesty and accountability. Open inquiry and the integration of scholarship, service, and spirituality will be supported in this course.

In accordance with Houston Baptist University’s purpose this course endeavors to:

- 1) Provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the learning process,
- 2) Encourage academic excellence, freedom, and objectivity
- 3) Promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

This course provides the foundational skills for provision of services in the mental health field. It provides the didactic experiences that will allow students to understand the fundamental principles of counseling/psychotherapy. It encourages students to develop their own understanding of how mental health concerns develop, are maintained, and can be treated in the context of empirical literature. It gives opportunities for students to examine their own values and beliefs as part of their professional development.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)

This course contributes to students pursuing a graduate degree in psychology by providing an education program that is “committed to academic excellence in an intellectually free and objective environment...” that provides “physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person.” Thus, this course endeavors to:

- Provide students the opportunity to develop interpersonal communication skills,
- Promote the development of critical thinking skills,
- Create a learning environment based on constructivist teaching/learning strategies,
- Contribute to the student's degree program by enhancing his/her basic understanding of the scientific and systematic study of behavior and mental processes.

This course provides the foundational skills for provision of services in the mental health field, including the counseling functions of an LSSP. It encourages students to utilize the scientific literature to determine best practices and promotes critical thinking in the conceptualizing of mental health distress and treatment.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

This course provides the foundational skills for provision of services in the mental health field, especially counseling. It provides the broadest possible base from which students can develop their theoretical orientation. It encourages students to utilize the scientific literature to determine best practices and promotes critical thinking in the conceptualizing of mental health distress and treatment. It emphasizes professionalism and integrity, and utilizes a broad variety of resources to encourage continued development.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Understand major theories and principles of counseling.
2. Apply accepted techniques and methods for conducting a general counseling session.
3. Conceptualize cultural, ethnic, and situational issues inherent within counseling.
4. Recognize the basics components of crisis counseling.

Aims for the course:

1. To demonstrate to the student the overall method of conducting counseling.
2. To evaluate the student's prejudices, psychological handicaps and personality differences that may impede the use of effective counseling.
3. To briefly introduce the importance of respecting diversity in clients to the student.

4. To evaluate the student's ability to analyze a counseling session, diagnose a client; produce a treatment plan, and issues around termination of services.
5. To use crisis counseling techniques in a classroom mock counseling situation.

Upon completion of this course, students should be able to:

1. Give an overall summary of a structural format to conducting counseling.
2. Gain insight into one's personal limitations as it relates to counseling different populations.
3. Understand that one's personal approach to counseling can hinder its effectiveness with respect to differences in the clients.
4. Provide a long-term treatment plan for an imaginary client.
5. Model effective counselor behavior and techniques within the structure of the classroom.
6. Understand and use the techniques for crisis counseling in a mock counseling situation.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Major Counseling Theories
2. Cultural Considerations in Counseling
3. Conducting Intake Assessments
4. Conducting Risk Assessments

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. *Reading, lecture, and discussion*
2. *Reflection (both oral and written)*
3. *Media presentations*
4. *Small group activities and simulations*
5. *Individual conferences (as needed)*

ASSESSMENT OF LEARNING

Course Requirements. See the agenda at the end of this syllabus for due dates.

| Assignment ¹ | Learning Objective(s) | Point Value |
|---|---|-------------|
| <i>Midterm</i> | <i>Topics covered in class lecture, readings, and course presentations</i> | 20% |
| <i>Final Exam</i> | Cumulative short-answer essay | 20% |
| <i>Additional Learning Activities</i> ³ | | 60% |
| <ul style="list-style-type: none"> • Article review I | <i>Review one article with a focus on techniques/methods in counseling</i> | |
| <ul style="list-style-type: none"> • Article review II | <i>Review three articles with a focus on a specific cultural aspect related to techniques/methods in counseling</i> | |
| <ul style="list-style-type: none"> • <i>Student (Pairs) Presentation</i> | <i>Discuss therapeutic applications related the second article review</i> | |
| <ul style="list-style-type: none"> • Learning Style Assessment | <i>Complete a learning style assessment indicating personal counseling approaches</i> | |
| <ul style="list-style-type: none"> • <i>Genogram Assignment</i> | <i>Students will complete a genogram about a fictional family</i> | |
| <ul style="list-style-type: none"> • <i>Counseling Video</i> | <i>Students will complete an intake counseling video</i> | |

¹ Descriptions and rubrics for assignments are included in the topical outline.

GRADUATE AVERAGES FOR FINAL GRADE (percentile basis)

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-73
- F = <70

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 3 absences occur, the course grade will be “F” no matter what test and paper scores might be.

Last day to drop without a W is September 10th and with a W is October 31st.

ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

LATE WORK STATEMENT. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (**with a twenty-point grade penalty**) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in no more than one week after the student returns to class. No work will be accepted after the last day of class.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. *During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.*

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Rose Ann King, Ph.D.

7/21/14

Instructor's Signature

Date

Course Name and Number
TENTATIVE SCHEDULE

| Date | Topic | Readings | Assignment Due |
|--------------|---|------------------|---|
| August 28 | Introduction/Course Outline, Writing & Research Seminar | | |
| September 4 | First Interview & Structuring Skills | Chapter 1 & 2 | |
| September 11 | Process Skills, Diagramming, and Systems | Chapter 3 & 12 | Article Review 1 Due |
| September 18 | Administrative/Clinical Thinking Skills/Intake Components, Writing Intake Summaries | Chapter 4 & 5 | Genogram Assignment Due |
| September 25 | Cultural Considerations Group Presentations | | Cultural Competency Presentation & Article Review 2 Due |
| October 2 | MIDTERM EXAM | | |
| October 9 | Solution Focused & Reality Therapy Skills | Chapter 6 | |
| October 16 | Cognitive & Behavioral Therapy Skills Drug/Alcohol Interventions | Chapter 7, 8, 13 | |
| October 23 | Catch Up | | Case Conceptualization Due |
| October 30 | Drug/alcohol Interventions Debate Adlerian Therapy Techniques | Chapter 9 | |
| November 6 | Humanistic Techniques & Play Therapy Techniques | | Learning Styles Assessment Due |
| November 13 | Video Preparation | | |
| November 20 | Kinesthetic Techniques & Crisis Intervention-Individual & Group Skills | Chapter 11 | |
| December 4 | Therapeutic Techniques Video Presentations & Final Exam review | | Videos Due Case Note Due |
| December 11 | FINAL EXAM | | |

Last day to drop without a W is September 10th and with a W is October 31st.

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc.);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Assignment Descriptions and Rubrics

1. Article reviews: Each student will complete a review (2-3 pages) of one article focusing on some aspect of Techniques and Methods in Counseling from a peer-reviewed journal. The article must be attached to your review. The second article review (3-4 pages) will focus on culture (e.g. race, ethnicity, socio-economic status, etc.) and therapeutic approaches/ considerations. The student must review at least three articles discussing cultural considerations for a specified group. Each article review must be written in APA format.
2. Students will work together in pairs to give a presentation and discuss therapeutic applications using Power Point about their chosen cultural group researched in the second article review. All presentations must have handouts and be 10 minutes in length. All students are expected to participate in discussion and ask questions after the presentations. *Points deductions will be applied for students exceeding the time period.*
3. A brief learning style assessment will be completed by the student. Based on the results, the student is expected to submit and discuss their results and how it applies to their counseling approaches with a client.
4. Students will work together in groups to complete a genogram of a fictional family and discuss in class. The goal is to learn how to assess familial relationships and other family histories through symbolic representations to assist with the therapeutic process, assessment, diagnosis, and treatment plans.
5. In teams of two, the student will give a video-taped presentation of a mock counseling sessions using one of the counseling theories discussed in class. The video should demonstrate the student's skills in areas such as appropriate introductions, rapport building, interviewing, processing skills, and therapeutic techniques based on a specific theoretical orientation. Additionally, each student will independently submit a sample case note (unlike your partners note) related to the counseling session presented in the video.
6. A mid-term will be given to assess student's mastery of the material. The exam will cover content from assigned chapter readings, lectures, supplemental handouts or articles given in class, and peer presentation information.
7. The final exam will consist of a comprehensive short-answer essay test to assess student's mastery of the material. The exam will utilize case scenarios to cover content from assigned chapter readings, lectures, supplemental handouts or articles given in class, and peer presentation information.