



On-Campus Course Syllabus

CSL 602

Counseling Skills in Helping Relationships

Spring 2024

Class Information

Day and Time: M 4:45 to 7:15

Room Number: E205

Contact Information

Instructor Name: Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-232-3251

Instructor Office Hours: Thursdays 10 to 12; 2 to 4

Course Description and Prerequisites

Calls on students to practice their cumulative knowledge, and provides opportunities for learning communication and interpersonal skills, while demonstrating an ethical understanding under faculty supervision and through classroom interactions. Students will be assessed on demonstration of their competence, both in professional ability and healthy self-awareness. A review of the student's readiness for practicum will be performed by the professor in conjunction with the Counseling Program Director. Students who do not demonstrate such competencies may be required to take further courses, engage in further psychotherapy, or may be dismissed from the program. (It is highly recommended this course be taken the spring prior to the year of graduation, after 36 hours have been completed.)

Course Objectives

1. Identify and practice essential interviewing and counseling skills to facilitate the student's ability to create a therapeutic relationship.
2. Establish a foundation for building a counselor identity through examining various counseling theories and associated techniques in the practice of individual, marriage, and crisis counseling.
3. Discuss professional issues, requirements, and responsibilities of counseling students in the context of the LPC Board for the State of Texas and other Credentialing Agencies, i.e., CACREP, ACA, NBCC, etc.
4. Demonstrate and apply knowledge of legal and ethical considerations as well as other professional issues related to counseling.
5. Learn self-care strategies appropriate to the counselor role.
6. Discuss membership in professional organizations, including membership benefits, activities, services to members, and current issues.
7. Foster a better understanding of the importance of the role of professional development, professional consultation, and networking in the local counseling community and beyond.

Required Textbooks

Erford, B. (2015). *Clinical experiences in counseling*. Boston, MA: Pearson. ISBN 978-0137017249

Young, M. (2017). *Learning the art of helping: Building blocks and techniques*. (6th ed.). Boston, MA: Pearson. ISBN 978-0134165783

Recommended Reading

American Counseling Association. *Code of Ethics and Standards of Practice*. Alexandria, VA: Author.

DSM V-TR, *Diagnostic and Statistical Manual of Mental Disorders*.

Texas Administrative Code, Title 22, Part 30, § 681-C: Code of Ethics.

Course Requirements and Assignments

1. Thirty percent (30%) of the student's semester grade will depend on the completion of an individual Research Paper. The heart of the Project will focus upon the student's Theoretical Orientation and associated techniques. The student will write a Research Paper examining his/her "Theory of Choice" including such things as the definition, description, principles, concepts, and techniques affiliated with the theory. The paper should have a minimum of seven to nine different sources (books by leading experts and reputable journal articles as opposed to "research" cut and pasted from the internet). The body of the paper will be approximately seven to nine pages according to APA Style and Format (Version 7). This does not include the Title Page and Reference page/s. Finally, the student will present on his/her selected Theory of Counseling that best fits with them at this point in their academic career and training. The presentation will focus on the highlights of their research. This will also include an explanation of why students selected their theory in comparison/contrast to other possibilities. The presentation will be approximately 20 to 25 minutes with a time for Q & A immediately following the presentation. The Research Paper, PowerPoint presentation, and handout will be due before class on Student Presentation Day at the end of the semester.

Finally, additional details regarding the writing of the Research Paper are included below:

When writing and organizing the paper, the student is to follow APA Style and Format. The following links provide all of the necessary details to create an APA Style (Version 7) paper:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

In addition, the following are some key sections and related questions for the student to keep in mind while writing the paper:

- Introduction: _____ (15 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention?
- Body of the Text: _____ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the counseling theory of choice? Is the research based upon quality books and reputable journal articles? Are these resources cited according to APA style? Are the writer's thoughts clear and easy to follow throughout the body of the paper? Does the writer use third person throughout the body of the paper?

- Personal Interview _____ (20 pts.) Does the student ask interesting questions related to the counseling profession? Does the student ask questions related to the counselor's Professional Identity? Does the student ask about how the counselor implements his/her counseling theory in practice? Does the student ask additional creative and intriguing questions?
 - Conclusion: _____ (15 pts.) Does the paper have a conclusion that summarizes the main points, implications, and applications? Does the paper synergize the various aspects of the paper to draw some main conclusions related to the student's Professional Counseling Orientation? What does this mean for the student? What does this mean for the counseling profession, in general? Does the conclusion summarize the key insights and principles to keep in mind? What are the most important insights to leave with the reader as a result of the research?
 - Grammar and Style _____ (10 pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, reference page according to APA Style? Is the paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the top?
 - Presentation: _____ (20 pts.) Does the presentation cover the main points of the topic in an interesting and engaging way? Does the student use PowerPoint effectively to emphasize the main points? Did the student provide a handout to the professor and other students at the time of the presentation? Did the student begin and end the presentation in a timely fashion?
2. Forty percent (40%) of the student's grade will depend on five mock video-taped counseling sessions. The purposes of these sessions are to demonstrate basic counseling skills and techniques necessary in building a therapeutic alliance, identifying presenting problems, and moving toward the working phase of the counseling process. In essence, the student must demonstrate a readiness to move to Practicum I through the demonstration of basic counseling skills and case conceptualization. Toward the end of the semester, the student will be evaluated according to the "Professional Orientation Approval Form" and pass the MAC Evaluation to proceed to Practicum I.
 3. Thirty percent (30%) of the student's grade depends on class attendance and class participation. In order to receive full credit for this requirement students must not only attend class they must actively participate in each class.

Course/Classroom Policies and Information

Student services will be contacted in the case of two unexcused absences. A third unexcused absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade of "F" for the course. No late work will be accepted. It is the responsibility of the student to ensure all required work is turned in on time.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments

at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as

any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,

- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic
1	1/22	Syllabus	Syllabus and Introduction to the Course Preparing for Real Life Clients
2	1/29	Young, Chap. 1	Helping as a Personal Journey Skill Building Practice
3	2/5	Young Chap. 2	The Therapeutic Relationship Skill Building Practice
4	2/12	Video Tape #1 in Class	Case Conceptualization due before Class in CANVAS Video Tape in Class “The Counselor Whisperer”
5	2/19	Young Chap. 3	Invitational Skills Skill Building Practice

6	2/26	Young Chap. 4	Reflecting Skills Paraphrasing Skill Building Practice
7	3/4	Video Tape #2 in Class	Case Conceptualization Tape Review Giving and Receiving Feedback
8	3/11	Spring Break	Spring Break
9	3/18	Research and Writing Day	Research and Writing Day
10	3/25	Video Tape #3 Due Interviewer/Interviewee	Case Conceptualization Tape Review ACA and TCA Ethical Code Review
11	3/28	Young Chap. 5	Reflecting Skills Feelings Practice Skills
12	4/1	Practicum Site Visit TBD	Practicum Site Visit TBD
13	4/8	Video Tape #4 Due Interviewer/Interviewee	Case Conceptualization Tape Review Texas Ethical Codes Review
14	4/15	Class Lecture Ethical and Legal Issues	Ethical and Legal Issues
15	4/22	Research and Writing Day	Research and Writing Day
16	4/29	Video Tape #5 Due	Case Conceptualization Tape Review Final Review with Students
17	5/6	Research Papers Due Student Presentations	Research Papers Due before class Student Presentations

Selected Bibliography

American College Personnel Association (1992). *Statement of Ethical Principles and Standards*. Washington, DC: Author.

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Bender, S. & Messner, E. (2003). *Becoming a Therapist*. New York: Guilford Press.

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- Johnson, D. W. (1993). *Reaching Out: Interpersonal Effectiveness and Self-actualization* (5th Ed.). Boston: Allyn and Bacon.
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