



On-Campus Course Syllabus

CSL 602

Counseling Skills in Helping Relationships

Spring 2025

Class Information

Day and Time: Tuesdays at 7:30 pm

Room Number: E204

Contact Information

Instructor Name: Gilma Y. Martinez, MA, NCC, LPC

Instructor Email: gmartinez@criswell.edu

Instructor Phone: (210) 685-1021

Instructor Office Hours: Call or email to schedule a Zoom Meeting or phone meeting

Course Description and Prerequisites

Teaches communication and interpersonal skills and counseling techniques necessary for building a therapeutic counseling relationship and serves as the foundation for future practicum courses under faculty supervision. Requires students to address personal issues through individual counseling. (Open to counseling students only. Prerequisites: CSL 501, CSL 505, CSL 515; Cross-listed with CSL 650)

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

Internet use is required to complete course lectures, obtain additional reading, and video assignments, as well as to complete required course assignments. Remote learning environments depend heavily on the student to complete all expected readings, videos, pre-recorded lectures, and other assigned tasks for the weekly zoom module. These have been developed to add to and expand one's understanding of the material for this course and all readings and additional materials are considered REQUIRED for this course. Failure on the student's part to review all course materials and readings will likely result in poor course performance. Attendance via scheduled remote lectures requires students to be signed in during the scheduled time period, with camera enabled to confirm attendance. Students are expected to actively participate in class discussions via Zoom during scheduled remote lectures. Failure to log into the scheduled zoom discussion or to actively participate in the zoom discussion will be counted as an absence. Students will be expected to keep up with the readings, lecture recordings, and additional assignments throughout the semester to be fully prepared for these live discussions.

LATE WORK - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances arrives, students should contact me as soon as possible to discuss the potential impact of the situation. In general, late assignments will not be accepted without prior approval from the instructor, and then may incur a penalty depending on the circumstances. It is strongly encouraged that students do not wait until the just before a due date to submit assignments or complete tests through Canvas. IT

issues may jeopardize your ability to complete the assignment by the due date, and extensions for technical issues are typically not granted unless the problem is extensive and affects class wide availability. Waiting to submit an assignment until just before class begins and then experiencing IT issues DOES NOT automatically guarantee your assignment will be accepted. Late work not given prior approval to be submitted after the due date will be given a grade of 0.

ASSIGNMENT SUBMISSIONS – All assigned work and quizzes must be completed through Canvas and be submitted prior to beginning of class time (do not email written assignments. Upload your .docx files through Canvas). Assignments not submitted by the start of class, may not be accepted for grading. It is strongly encouraged that students do not wait until the last minute to submit graded work. It is the instructor's preference that students submit all work in .docx format for uniformity of submission. It is strongly encouraged that students submit all work consistent with APA formatting as it is considered a standard presentation format within the field. However, APA formatting is not a requirement on the shorter response papers. It is a graded element on the longer research paper and lack of attention to this component will likely cost students a letter grade on the assignment.

Extra credit work is not permitted. Students are expected to plan and execute assigned work sufficiently throughout the semester to earn the grade they wish from the course. Students are welcome to seek tutoring or additional help from Mrs. Martinez during office hours at any point during the semester (appointments are recommended). If students are not scoring well on quizzes or written work, Mrs. Martinez is very accessible to discuss ways in which the student may improve scores on future work.

COMMUNICATION WITH Mrs. Martinez - My goal is to respond to email within 24 hours during the week and within 48 hours on the weekend. Should you have a pressing question or more immediate issue, you are welcome to text me, but recognize it may still take some time for me to respond to questions asked. As such, students are strongly encouraged to begin assigned tasks well before the due date so as not to jeopardize completion of an assignment on time because of technology problems or other complications. I strive to have all papers graded within 5 days of the due date for a written assignment. This allows for expedient feedback which students can integrate into future assignments. If texting, students are asked to be respectful of the time of day. Due to the potential for emergencies with active therapy clients, my cell phone is on audible throughout the night. Please make every effort to only text me during reasonable time periods during the day. Students are also encouraged to schedule an appointment during my office hours to discuss questions, concerns, or guidance they may need. Voicemails left on my official campus voicemail will be checked during office hours only. If your issue is pressing and cannot wait, texting or emailing is likely going to get you a quicker response.

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

All grades are final. Grades are based on performance. Grades are non-negotiable.

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. 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	1/20	Syllabus	Syllabus and Introduction to the Course Preparing for Real Life Clients
2	1/27	Young, Chap. 1	Helping as a Personal Journey Skill Building Practice
3	2/3	Young Chap. 2	The Therapeutic Relationship Skill Building Practice
4	2/10	Video Tape #1 in Class	Case Conceptualization due before Class in CANVAS Video Tape in Class “The Counselor Whisperer”
5	2/17	Young Chap. 3	Invitational Skills Skill Building Practice

6	2/24	Young Chap. 4	Reflecting Skills Paraphrasing Skill Building Practice
7	3/3	Video Tape #2 in Class	Case Conceptualization Tape Review Giving and Receiving Feedback
8	3/10	Research and Writing Day	Research and Writing Day
9	3/17	Spring Break	Spring Break
10	3/24	Video Tape #3 Due Interviewer/Interviewee	Case Conceptualization Tape Review ACA and TCA Ethical Code Review
11	3/31	Young Chap. 5	Reflecting Skills Feelings Practice Skills
12	4/7	Practicum Site Visit TBD	Practicum Site Visit TBD
13	4/14	Video Tape #4 Due Interviewer/Interviewee	Case Conceptualization Tape Review Texas Ethical Codes Review
14	4/21	Class Lecture Ethical and Legal Issues	Ethical and Legal Issues
15	4/28	Video Tape #5 Due	Case Conceptualization Tape Review Final Review with Students
16	5/5	Research Papers Due Student Presentations	Research Papers Due before class Student Presentations

Selected Bibliography

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