Unification Theological Seminary

PAS 5312 THEORIES and TECHNIQUES of COUNSELING

SPRING 2014 THURSDAY 6:30 – 9:20 PM (CLASS BEGINS & ENDS ONTIME) UTS – New York Campus

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Appointments Recommended

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Course Description

This course is a study of the following theories in counseling: client-centered, behavior therapy, rational emotive therapy, reality therapy, transactional analysis, and existential counseling. Students will be expected to demonstrate counseling competencies in the use of one theory in two audio sessions with a student client and in classroom presentations.3 Credits.

Course Outcomes

Unification Theological Seminary educates people of faith for ministry and professional life by engaging them in personal spiritual formation, equipping them with resources for sound theological and intercultural understanding, and empowering them to serve communities of the Christian and diverse faiths, to the glory of God and benefit of humanity.

These areas are addressed in the Theories and Techniques of Counseling course. Each student will strive to have made progress by the conclusion of the semester in:

- 1. Demonstrate an understanding of a variety of theories that emphasize techniques of counseling.
- 2. Develop effective ways and means as a counselor in "letting go" the individual, couple, family and group within the context counseling, so as to "become unnecessary" to the counselee(s).
- 3. Review the major perspectives and key concepts in counseling.
- 4. Present identified unique techniques in counseling from within the theories of counseling.
- 4. Show mastery of an overall frame of one theory in counseling with clients.
- 5. Explain the process by which people learn from counselors and develop transformational life skills.

Required Texts (The Holy Bible is a required text in all class sessions):

Required textbooks may be purchased through UTS Bookstore or online. For any inquiries regarding the site, services provided or products offered, please contact the registrar.

Please note that the views expressed in the textbooks do not necessarily represent the views of the professor or of UTS. It is expected that even in places of disagreement with the textbook, one will reflect upon and think critically regarding one's own views, rather than simply dismissing views that may run counter to one's own.

Windy Dryden. <u>Rational Emotive Behavior Therapy: A Training Manual</u>, Springer, 1999. ISBN: 0-8261-1249-8

William Glasser. <u>Realty Therapy</u>, Harper & Row, 1990 ISBN: 0-06-090414-3

Rachel Naomi Remen. <u>Kitchen Table Wisdom</u>, Rivertrade, 2006, ISBN: 1-57332-042-6

Edward P. Wimberly. <u>African American Pastoral Care and Counseling</u>, The Pilgrim Press, 2006, ISBN: 10 0-8298-1681-X

Recommended reading:

Gregory P. Bauer. <u>Wit and Wisdom in Dynamic Psychotherapy</u>. Howard Clinebell. <u>Basic Types of Pastoral Care & Counseling</u>. Gary R. Collins, Ph.D. <u>Innovative Approaches to Counseling</u>. Jan Ehrenwald. <u>The History of Psychotherapy</u>.

Andrew R. Eisen and Christopher A. Kearney. <u>Practitioner's Guide to Treating Fear and Anxiety in Children and Adolescents</u>.

Andrew R. Eisen, Christopher A. Kearney and Charles E. Schaefer. <u>Anxiety Disorders In Children And Adolescents</u>.

Victoria M. Follette, Josef I. Ruzek, Francis R. Abueg. <u>Cognitive</u> <u>Behavioral Therapies for Trauma</u>.

Esther Gelcer, Ann E. McCabe, and Catherine Smith-Resnick. <u>Milan</u> Family Therapy: Variant and Invariant Methods.

Eliana Gil. Play in Family Therapy.

Jay Haley. <u>Problem-Solving Therapy</u>.

C. Margaret Hall. The Bowen Family Therapy and its Uses.

William E. Hulme. Pastoral Care and Counseling.

Rodney J. Hunter. <u>Dictionary of Pastoral Care and Counseling</u>.

Johnson Institute Books. <u>How to Use Intervention in Your</u> Professional Practice.

Monica McGoldrick, Joe Giordano, John K. Pearce. <u>Ethnicity & Family Therapy</u>.

Rian E. McMullin, Ph.D. <u>Handbook of Cognitive Therapy Techniques</u>.

Rian E. McMullin, Ph.D. <u>The New Handbook of Cognitive Therapy Techniques</u>.

Robert T. Michael, John H. Gagnon, Edward O. Laumann, and Gina Kolata. <u>SEX in America</u>: A <u>Definitive Survey</u>.

Theodore Million. Personality Guided Therapy.

Jill Savege Scharff & David E. Scharff. <u>Object Relations Therapy of Physical and Sexual Trauma</u>.

Reverend Sun Myung Moon. As A Peace-Loving Global Citizen.

John Touliatos, Barry F. Perlmutter, Murray A. Staus. <u>Handbook of Family Measurement Techniques</u>.

Robert S. Wallerstein, M.D. <u>The Common Ground of Psychoanalysis</u>. Nancy Boyd Webb. <u>Play Therapy with Children in Crisis: A</u> Casebook for Practitioners.

Allen Wilcoxon , Theodore Remley , Samuel T. Gladding. <u>Ethical</u>, <u>Legal</u>, and <u>Professional Issues in the Practice of Marriage and Family Therapy</u> (4th Edition)

Course Requirements

- 1. Class attendance and participation.
- 2. Completion of all reading assignments.

- 3. Two audio sessions with a student client providing insight to the class on one of the theories with techniques in counseling. Students are encouraged to develop mastery of at least one of the theories with counseling techniques examined in this course.
- 4. A major class presentation:
 - i. Class Presentation:
 "Pastoral Counseling of a New Nature in the 21st Century".

Grading:

- 1. Critical Review of the two audio sessions is 30% of the final grade.
- 2. Case Study Presentation in oral and written format is 40% of the final grade.
- 3. Class attendance/participation is 10% of the final grade. (*Each student will grade his or her participation in the class at the end of each session.*)
- 4. Final exam is 20% of the final grade.

READING ASSIGNMENTS AND CLASS SCHEDULE:

Spring Term January 27th – 21st (Spring Break)

(A Brief Devotional will offered at the beginning of each class session)

January 30th - 1st Class session: Overview of counseling theories (Students are encouraged to read each textbook continuously throughout the course and will be given specific pages to read for the following week during the preceding class session.)

February 6th - 2nd Class session: Client Centered (Rogerian) counseling, provides the growth-promoting climate, so that the client is free and able to discover and grow into the desirable outcome of the client. Techniques to develop are active listening, empathy, acceptance (unconditional positive regard) and genuineness.

February 13th - 3rd Class session: Rogerian countinued

February 20th - 4th Class Session: Cognitive Behavioral Therapy (ABC Method) is a process of "M/H" wherein thoughts influences behavior. In any given situation you have:

A: Activating Event – the actual event and the client's immediate interpretations of the event

B: Beliefs about the event – this evaluation can be rational or irrational

C: Consequences – how you feel and what you do or other thoughts

February 27th - 5th Class Session: Discussion of level-headed methods as a form of rational emotive therapy...

March $6^{th} - 6^{th}$ Class Session: Reality Therapy focuses on the "here and now" of clients, guiding them into the resolutions and problem solving skills for the currents life issues. William Glasser is the developer of the theory, which impacts "focusing" and refocusing approaches to therapy.

March 13th - 7th Class Session: Games People Play by Eric Berne is the resource for (TA) Transactional Analysis as a ways and means of humanist merging psychotherapy and cognitive therapy as to understand/interpret the human condition/situation.

March 20th - 8th Class Session: The Existential approach (Why Am I Here?!) is also known as "Meaning Therapy." "He who knows the 'why' for his existence, will be able to bear almost any 'how." (Viktor Frankyl) Emphasis is on clients coming to know "the self" and build meaningful relationship beyond the self.

March 27th - 9th Class Session: Review of theories

April 3rd - 10th Class Session: Introductions to basic skills of counseling

April 10th - 11th Class Session: GLAD - Greeting, Learning, Awareness, & Discussion. Seeking resolution, clients work with therapist toward desirable outcomes through processes of interactions.

EASTER BREAK – APRIL 14-18

April 17th - 12th Class Session: Significant terms, use of self, transference and countertransference.

April 24th - 13th Class Session: Project Presentations

May 1st - 14th Class Session: Project Presentations

May 8th - 15th Class Session: Final Review

May 15th – 16th Class Session:

Final Exam – May 22th

Attendance

Student attendance and participation in all class sessions is factored into final grade. Each student is expected to arrive on time and to attend all class sessions for their duration. In the event that an absence is necessary—for whatever reason, including pastoral duties, work, or family responsibilities—the student is responsible for all assignments and all work done in class. Absences in excess of three (3) hours may reduce one's final grade. Absences in excess of seven (7) hours will affect course credit hours. Students who miss more than six hours of class may be require extra work and are expected to take the initiative to secure the additional assignments from the professor. Failure to complete extra work by the final day of class or the exam date will result in the reduction of one's final course grade by one full letter grade. Any student who misses seven or more cumulative hours of class should talk with the professor first and then contact the registrar in writing before withdrawal from the course or course failure.

Assignments -

All work submitted MUST be fresh, new work produced in the current semester, not re-cycled work or work submitted for another class or produced in whole or in part by another person. All assignments are due on the designated date. An absence does not negate this requirement unless prior arrangements have been made. Late work will be accepted after the assignment is due but will receive a minimum penalty of one letter grade per week. All make-up work is due by the last day of class or by the exam date (if an exam is scheduled). Written work should conform to Kate L. Turabian, A Guide for Writers of Term Papers, Theses, and Dissertations. Essential guidelines to assist in formatting papers are available from the professor. Do NOT submit work in folders; simply supply a cover/title sheet (include your name!) and staple pages (numbered!) together. While the content of a paper is most important, do give careful attention to spelling, grammar, syntax, style, and form; these items are considered in grading. Proofread all papers

before submission!! At the professor's invitation alone, permission may be granted for one below average paper (D+ or below) to be re-done one time to improve one's grade (final assignment grade determined by averaging the two assignment grades). This option does not exist for any papers turned in the final day of class.

Seminary Policies -

Students should familiarize themselves with, and abide by, the current Catalog & the Student Handbook. Grading is a professor's attempt to evaluate objectively a student's achievement in relation to the stated aim of a course. Evaluation is based on papers, examinations, class participation, and completion of other stated assignments or course objectives.

Grades are recorded by letter, and are understood as follows:

A Excellent

B Good

C Acceptable

D Acceptable, but below expectations

F Failure

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A 4.00 A- 3.67 B+ 3.33

B 3.00 B- 2.67 C+ 2.33

C 2.00 C- 1.67 D+ 1.33

D 1.00 D- 0.67 F 0.00

Other symbols used on the transcript are:

W - Withdrawal.

I - Incomplete. Not computed into the

G.P.A.

IP - In Progress. Assigned only for Thesis, Field Education and Distance Learning courses.

P - Pass. Assigned only in selected courses (e.g. Field Education).

Instructors may, at their discretion, grade Independent

Study on a pass/no pass basis. Not computed into the G.P.A.

NP - No Pass. Not computed into the G.P.A.

NC - No Credit.

The Divinity Thesis is graded Pass/No

Pass. An exceptional thesis may receive Honors.

The Doctor of Ministry Dissertation is not graded, but leads to a Dissertation Defense.

Incompletes

Students who have not completed coursework on time are assigned an Incomplete. Students then have one term to make up the course work. At the end of the following term, if the Incomplete has not been resolved, the student is assigned a grade of "F," which is irrevocable. If the course is a core requirement, the student will be required to retake the course. Students with more than 12 credits of incompletes cannot register for another term.

Burning Issues of the 21st Century:

- FORMS OF MARRIAGE
- REGULATION OF MARRIAGE
- THEOLOGY AND MARRIAGE
- MARRIAGE AND FAMILY LIFE
- COMMUNICATION
- CONFLICT RESOLUTION
- DIVORCE
- EXTRA-MARITAL AFFAIRS
- PRE-MARITAL SEX
- PREGNANCIES

Important Terms for Theories and Techniques in Counseling

- 1. **Session Formation** has to do with an introduction, information gathering, discussion and a conclusion.
- 2. **Active listening** happens when you "listen for meaning". Refocusing on the essentials heard through a process of respect and care with empathic ears.
- 3. **Body language** takes into account facial expressions, body positioning, sacred spacing, placement of arms and legs, and so much more.
- 4. Monitor the tone of your voice in the same way that you monitor your body language. People remember feelings more than words, so the impact on feelings may have more recall than the influence of words.
- 5. Open-ended questioning in gathering lots of information seeking long answers.
- 6. Closed-ended questioning for short phrases and direct answers.
- 7. **Paraphrasing/Mirroring** is when you restate what the speaker said. Often different words are used and the listener may be using this to

- draw attention to a particular concern or aspect. Sometimes paraphrasing is used to clarify.
- 8. **Summarizing** is focusing on the main points of a presentation or conversation in order to highlight them. Checking in for confirmation of understanding or interpretation.
- 9. **Notetaking** is the practice of writing down pieces of information, often in an shorthand and messy manner. The listener needs to be discreet and not disturb the flow of thought, speech or body language of the speaker.
- 10.**Homework**. Clients should work harder than therapist on their life skills and refocusing.
- 11. Refocusing carry-on. What is kept in the bag as clients soar on from therapy?
- 12. Progressively Unnecessary...the effective therapist.