

ERSKINE THEOLOGICAL SEMINARY
Christian Commitment and Excellence in Learning

CO 565 COUNSELING SKILLS
SPRING 2010

Due West: Monday 6:00 – 9:00 p.m.

Professor: **Doug White**
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COURSE DESCRIPTION

Building upon PM 609 Pastoral Care Ministry, this course offers students an opportunity to establish and to improve basic counseling skills. Individual, family, and group counseling skills are studied and practiced. Lab experiences and work within one's own ministry setting provide the context for the practice and implementation of counseling skills.

COURSE OBJECTIVES

The mission of Erskine Seminary is to educate persons for ministry in the Christian church. One of the goals of the seminary is to teach ministers to work effectually with people in groups and as individuals to promote cooperation in conflict. This is a skills course which promotes interpersonal skills in dealing with individual and group conflict, and change. By the end of this course, the student should:

1. Develop, understand, and use interpersonal skills deemed necessary in different situations.
2. Understand the conceptual basis of counseling and that relationship to interpersonal skills.
3. Give and receive feedback from one's peers and supervisor.
4. Learn and develop a group of assessment skills in relationship to diagnosis of counselee's problems.
5. Develop better self-understanding in relation to one's ministry.
6. Bring appropriate biblical resources to bear upon the needs of counsees.
7. Develop skills and concepts so one can serve in a variety of agencies and helping situations.

REQUIRED TEXTBOOKS

Each student needs to purchase the following textbooks:

Adams, Jay E. Committed to Craftsmanship. Woodruff: Timeless Texts, 2000.

Hutchins, David E. and Vaught, Claire Cole. Helping Relationships and Strategies. Pacific Grove: Brooks/Cole Publishing Company, 1997.

COURSE REQUIREMENTS

1. Class attendance is mandatory. Frequent unexcused absences will lower the student's final grade. The student is responsible for making up all work missed or due on the day one is absent.
2. The student is expected to be prepared for each class meeting. Adequate preparation means the completion of all reading and being able to participate in class discussions and written work. Class involvement is very important since this is a skills development class.
3. Short **quizzes** will be given during the term over the readings and lectures of the previous day.
4. A **project** in which one role-plays with another student a case-presentation using a large number of counseling skills: this project needs to be written and presented to the professor. The professor will assign the exact dynamics.
5. A **final exam** will be given over the material. Study questions will be given before the exam.
6. All work must be submitted on time. Severe grade penalties will be levied against work that is late. Papers are expected to be of graduate work quality. The professor reserves the right not to accept any work that is excessively late.

Drop/Add Policy

Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a **binding contract** and billing will be based on this registration. If student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw properly from the class will result in the student receiving a grade of "F" for the course and full tuition charges will apply. **No exceptions will be made to this policy.**

Office Hours

My normal office hours are Tuesday 10-11 am. However, due to meetings and unforeseen circumstances that may arise, my schedule may change. If you need to see me, I strongly recommend that you call (864-993-8654) or e-mail to schedule an appointment.

Incompletes

The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant

the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

Language about God and Humanity

Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

Conduct in Theological Discussions

Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Official Seminary Class Attendance Policy

Class participation is considered an important part of the total educational experience at Erskine Seminary. Students are expected to attend classes on a regular basis and are responsible for the mastery of all materials required in the course. Each professor will indicate in writing the specific class attendance policy at the beginning of each course. In general, students are allowed up to three hours of unexcused absence without penalty.

Policy Regarding Absences

Students are required to attend all class sessions. If students have to be absent for any reason, they are still responsible for all work missed and all work due. A student who misses more than three class sessions for any reason will automatically fail the course.

Style and Bibliographical Formatting Requirements

All papers must be typed/processed (12-point type, double spaced, one-inch margins) and fully documented, following the standards in the "Style and Form Standards" (Erskine Seminary). In this course, footnotes and a bibliography are required for each academic paper (case studies do not require footnotes). The paper's cover page and bibliography are not counted toward page requirements.

Plagiarism

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and integrity of the Christian community:

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community's discernment and cultivation of gifts, both within the Christian community and in God's larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.

On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

1. Quotations. Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.

2. Paraphrasing. Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.

3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:

1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.

2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.

3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

Occurrences of plagiarism shall be considered 'documented' when the instructor is able to produce documentary evidence that plagiarism has occurred, and when the instructor has reason to believe that the plagiarism was motivated by a deliberate attempt to receive credit for ideas or work not the student's own. Where such plagiarism involves the theft of the academic work of another student, whether at Erskine or any other institution, it shall be designated 'documented theft of another student's work'.

The instructor involved, in consultation with the Dean, may recommend measures deemed appropriate. In cases of documented plagiarism or documented theft of another student's work, the offending student will automatically receive the following penalties:

- Failure of the course(s) in which plagiarized or stolen work is submitted
- Dismissal from the Seminary for a minimum of one semester
- Forfeiture of the right to tuition refunds during the semester(s) affected

Before such penalties are imposed, a committee of at least three faculty members must agree that they are appropriate to the case. Appeals in such cases may only be addressed, in writing, to the President of Erskine College and Theological Seminary.

EVALUATION

The seminary grade scale will be used. The student's final grade will be computed as follows:

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|----------------------|-----|
| Quizzes - | 20% |
| Case Presentation - | 30% |
| Final Exam - | 30% |
| Class Role Playing - | 20% |

Grading Scale:

| Letter Grade | Numerical Grade |
|--------------|-----------------|
| A | 95-100 |
| A- | 93-94 |
| B+ | 91-92 |
| B | 88-90 |
| B- | 86-87 |
| C+ | 84-85 |
| C | 80-83 |
| C- | 78-79 |
| D+ | 76-77 |
| D | 72-75 |
| D- | 70-71 |
| F | 0-69 |

Counseling Skills Schedule of Classes

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|------------|-------------------------------|------------------------------------|
| Feb. 1 | Overview | Hutchins Ch. 1-3 |
| Feb. 8 | Structuring and Listening | Hutchins Ch. 4-5 Adams Ch. 1-6 |
| Feb. 15 | Content and Process | Hutchins Ch. 6-9 Adams Ch. 6-16 |
| Feb. 22 | Problem Solving Process | Hutchins Ch. 10-12 |
| March 1 | Treatment and Evaluation | Hutchins Ch. 13 |
| March 8 | Personality Issues | Hutchins Ch. 18-20 |
| March 15 | Recording, Consultation, etc. | Hutchins Ch. 14-16, 22 |
| March 22 | Role Playing | Hutchins Ch. 21 |
| April 5 | Role Playing | Hutchins Ch. 23 |
| April 12 | Assessment Issues I | Hutchins Ch. 24 |
| April 19 | Assessment Issues II | Hutchins Ch. 25 |
| April 26 | Role Playing | Hutchins Ch. 26 |
| May 3 | Role Playing and Review | |
| Final Exam | See Exam Schedule | |