

# ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

PCP 550 Interpersonal Techniques in Helping Relationships  
*Thursday 2:30 PM*

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## COURSE SYLLABUS

### COURSE DESCRIPTION

This course is designed to be a study of interpersonal techniques in the counseling or therapy relationship. This is a helping relationship and therapy techniques class designed for professional counselors, clergy and other mental health professionals. Personal cognitive-emotional awareness and theological-psychological balance will also be promoted through the study of individual functioning in interpersonal relationships.

### OBJECTIVES

The student will:

1. Learn terminology and techniques used in some key schools of therapy.
2. Gain an understanding of the helping process from exploration to awareness and then onto action.
3. Understand the importance of the therapist's awareness of the self as an enhancement to the art of counseling.
4. Gain insight regarding his/her own blind spots and biases that may negatively affect the counseling outcomes.
5. Begin to explore the development of a personal therapy style.
6. Integrate new therapy skills and techniques into their skills repertoire.

### REQUIRED TEXTBOOKS:

Small, Jacqueline. (1990) *Becoming Naturally Therapeutic: A Return to the True Essence of Helping*. New York, Bantam Books.

Clara Hill & Karen M. O'Brien. (2004) *Helping Skills: Facilitating Exploration, Insight, and*

Action. American Psychological Association, Washington, DC

### **RECOMMENDED READINGS:**

Baldwin, M. & Satir, V. (1987). *The Use of Self in Therapy*. New York: Haworth Press.

Chapman, A.H. (1995) *The Treatment Techniques of Harry Stack Sullivan*. New Jersey; Aronson.

Kahn, M. (1997). *Between Therapist and Client*. New York: W.H. Freeman

Mullahy, P. ed. (1995). *The Contributions of Harry Stack Sullivan*. New Jersey, Aronson.

Nichols, M.P. (1992). *The Self in the System: Expanding the Limits of Family Therapy*. New York; Brunner/Mazel.

Teyber, E. (1999). *Interpersonal Process Psychotherapy*. Pacific Grove, California: Brooks/Cole.

### **BASIC COURSE OUTLINE:**

1. Course Lectures and Assignments
2. Midterm Exam
3. Completion of Assigned Student Video Project/s
4. Attendance and Active Participation with Counseling Laboratories
5. Reflection Papers
6. Final Exam

### **METHODOLOGY:**

The class will be conducted in a combination of lecture, group learning seminar, and counseling laboratory utilizing a participant-learner method, and multimedia presentations, including videos.

### **COURSE REQUIREMENTS:**

***Assignment 1: Active Participation*** - Each student will be expected to read assigned texts and articles prior to the class period they will be covered. Instructor reserves the right to assign homework from the text, with the expectation that assignments will be completed before the following class. Completion of these assignments and active participation in class discussions is expected. Points will be assigned each day the required reading is met. A reading schedule will be handed out the first day of class. This class is largely interactive and it is imperative student read the readings assigned before class. The first class periods will consist of mainly lecture. Class will gradually transition toward active involvement in techniques learned via lecture, video, and reading assignments.

***Assignment 2: Midterm Exam*** - A midterm exam will cover the lecture materials, reading materials, handouts, and videos.

**Assignment 3: Personal Video and Growth Plan** - Student will be expected to participate in a counseling video laboratory outside of the class period to accommodate taping of a personal therapy video. Each student will be required to produce a short video (10 minutes) of themselves demonstrating the “Joining” techniques and “SOLER” model learned in class. Student will then meet with 2 to 3 other students and preview each others video clips. These students will review the video clip with the student and tender “Feedback Sheets” as part of the learning and improvement process. The student will then be expected to tender a “Growth Plan” to incorporate peer suggestions. The goal is to gain practical experience in connecting with a client, conveying warmth, assessing one’s strength, and weaknesses, with an eye toward continued growth and improvement.

**Assignment 4:** Student is to read and write a three to four page critique/review/interaction paper for the text, Naturally Therapeutic. While reading this book, student is to assess one’s own style of interaction with others and to evaluate whether or not any of the interpersonal modes of operation described by the author, can be seen in their styles of relating. Part of the goal is to read with a discerning, yet teachable spirit, to assist the student in their integration process.

**Assignment 5:** In lieu of one major term paper, the student will write four, 4-5-page interaction papers. Topics are as following:

In the **First** paper, the student will wrestle with the concept of “Unconditional Positive Regard.” Student needs to grapple with the concept of being called upon therapeutically to be nonjudgmental and bringing that into co-existence with one’s spiritual values and scriptural mandates.

In the **Second** paper the student will address the concept of “Self-Actualization.” What does this term mean to a person who believes in the denial of self for spiritual and religious reasons. Student needs to grapple with the concept of being called upon therapeutically to be self-actualizing, and bringing that into co-existence with one’s spiritual values and scriptural mandates.

In the **Third** interaction paper, the student will address the topic of “Genuineness.” How genuineness, or the lack of being genuine, affects one’s relationship with self, others and their connection to the spiritual realm. It is recommended student reflect on their own ability to be genuine, the rewards of pursuing such a state of being, as well as consequences for failing to do so.

The **Fourth** and final paper, will be a summative personal reflection paper on the contents of the course. This will include personal reactions to class discussions, videos, personal growth, readings, lectures, personal insights gained, papers written, spiritual experiences, emotional experiences or even physical reactions. Professor values honesty, introspection, and suggestions for improvement of the course.

All reflection papers must reflect a quality of thought, introspection, and writing that demonstrates graduate level academic work. Papers need to be a combination of personal reflection, reputable sources, and integrative thinking. Grades will be assigned on the quality of writing, conceptualization, and articulate expression of these concepts.

**Assignment 6: Final Exam** - This will be given on the scheduled time of finals week. Final will be comprehensive, and may include: texts, required supplemental readings, and the video clips.

**GRADING PROCEDURE:**

It is expected that all work will be completed as scheduled. Papers are due at the beginning of class on the due date. Except in cases of *extreme* emergency, late work will be downgraded one letter grade per day. Final grades will be compiled from the accumulated work. Quality and timeliness of finished work will be considered in the compilation of the final grade. Due dates of course work will assigned the first day of class.

Your midterm and final will consist of a combination of different types of questions, including multiple choice and essay questions. These grades will be computed together to arrive at a final grade.

**PLEASE TAKE NOTE:**

*\*Please show respect for instructor as well as your classmates and refrain from in-class conversations during lecture, videos or when other students are speaking.*

*\*Please turn off all cell phones, pagers and other devices. Please do not take phone calls in class.*

*\*\*Professor reserves the right to modify course requirements and grading percentages if deemed necessary.*

**SPECIFIC DATA:** Syllabus prepared by Melody Palm, Psy.D., July 2004.