

1ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

PCP 550 Interpersonal Techniques in Helping Relationships

M. Christine Morgan, LPC
Office phone 869-1074

Spring 2008
e-mail janejetson@mchsi.com

COURSE SYLLABUS

“...You can strive on your own. You can grow strong on your own. You can even prevail on our own. But you cannot become human on your own. “

--Frederick Beuchner

COURSE DESCRIPTION

This course is designed to be a study of interpersonal techniques in the counseling/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. Identify terminology and techniques used in the key schools of therapy.
2. Demonstrate an understanding of the helping process from exploration to awareness and then to action.
3. Explain the importance of the therapist's awareness of the self as an enhancement to the art of counseling.
4. Analyze his/her own blind spots and biases that may negatively affect the counseling outcomes.
5. Formulate a personal therapy style.
6. Integrate new therapy skills and techniques into their skills repertoire.

REQUIRED TEXTBOOKS:

Hill, Clara. (2004) *Helping Skills: Facilitating Exploration, Insight, and Action*. American Psychological Association, Washington, DC.

Manning, Brennan. (1990) *The Ragamuffin Gospel: Embracing the Unconditional Love of God*. Multnomah, Publishers, Inc. Sisters, Oregon.

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

Note: Recommended and required readings reflect a diversity of disciplines and authors' perspectives. Professor does not expect students to agree with, nor embrace, the perspectives of the authors. Professor does reserve the right to expect graduates students to expose themselves to a variety of readings: devotional, scholarly, and practical/professional. Critical discussion of material in class is always welcome.

BASIC COURSE OUTLINE:

1. Course Lectures and Assignments
2. Midterm Exam
3. Completion of Assigned Role Plays
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 and power point presentations.

EXPECTATIONS:

1. Due to the nature of this course, consistent attendance is essential. Unexcused absences will influence the course grade. Course work is due at the assigned time unless prior arrangements have been made.
2. All written work is expected to be master's level quality. Be sure your papers are well-written and proofread. Double space all work, use 12 point type, right margin justified only. Poor spelling and grammar reflect a lack of reflection and student respect--for one's own work as well for the professor. Papers are expected to be the original work of the student and to be properly documented. Adherence to APA or Turabian style is required.
3. Participation by everyone is expected. During this course, you will be invited to self-examine and self-disclose. We will attempt to establish a collaborative environment in which you will be invited to share openly with your peers from your own experience and your own developing theoretical perspectives. The efficacy of this learning experience, therefore, will directly depend upon your honesty, openness and respect for your peers. The goal is to expand our learning and avoid intellectual compartmentalization.
4. Academic integrity--any form of academic dishonesty, including plagiarism, will not be tolerated.

COURSE REQUIREMENTS:

Assignment 1: Active Participation—Each student will be expected to read assigned texts and articles prior to related lecture and discussion in class. 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 discussion is expected. 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, reading materials, handouts, and videos.

Assignment 3: Role Play and Growth Plan - Student will be expected to participate in a counseling laboratory outside of the class period. Each student will be required to demonstrate the “Joining” techniques and “SOLER” model learned in class to two other students. Student will then meet with the other two students and critique colleagues’ role plays. These students will review the role play with the student and tender “Feedback Sheets” as part of the learning and improvement process. The student will then be expected to submit a “Growth Plan” incorporating peer suggestions. The goal is to gain practical experience in connecting with a client, conveying warmth, assessing one’s strengths 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 his/her personal style of relating. Part of the goal is to read with a discerning, yet teachable spirit, to assist the student in the integration process.

Assignment 5: In lieu of one major term paper, the student will write **three, 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--while integrating one’s spiritual values and scriptural mandates. Student will incorporate the writings of Brennan Manning on the unconditional love of God. Student is expected to read and site original theorists on the concept of unconditional positive regard.

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. Student is expected to read and site original theorists.

The **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 5: Final Exam - This will be given on the scheduled time of finals week. Final will be comprehensive, and may include: lecture, guest lectures, Power Point presentations, texts, required supplemental readings, handouts and 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. *Professor reserves the right to alter course requirements and grading procedures if deemed necessary.* 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 short essay. These grades will be computed together to derive a final grade.

SPECIAL NEEDS

Students with disabilities may request special accommodation. Please contact the Student Life Office, by the second week of class in order to receive special accommodations.

CHEATING AND PLAGIARISM POLICY

Academic Integrity: Students are expected to follow guidelines of the American Psychological Association Publication Manual (APA) (or Turabian). Any material other than one's own that is used in a paper must be cited in order to avoid the plagiarism of another's work. Plagiarism is grounds for a grade of **F**. The student will be referred to the Dean for further disciplinary action.

CELL PHONE POLICY

Please turn off cell phones before the beginning of class. Leaving class to answer a call disrupts the class and distracts from your classroom participation. Arrangements for your personal communication need to be made before or after class—not during class. Please do not talk on the phone during class—it is rude.

PLEASE TAKE NOTE:

AGTS building will be closed on Monday, January 21, for Martin Luther King Day. Also, there will be no classes on Thursday, January 24 for Day of Renewal. The Spring Study Break is Feb. 25 – 29.

Chapel – Tuesday, January 8, 1:30 – 2:45 pm.

Chapel – Tuesday, March 18, 1:30 – 2:45 pm.

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.

Responsible participation in class is expected; monopolizing conversation is highly discouraged.

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

RECOMMENDED ADDITIONAL READINGS:

- Baldwin, M. & Satir, V. (1987). *The Use of Self in Therapy*. New York: Haworth Press.
- Beck, J.R. & Demarest, B. (2005). *The Human Person in Theology and Psychology. A Biblical Anthropology for the Twenty-First Century*. Grand Rapids, MI: Kregel Academic & Professional.
- Bonhoeffer, D. (1938/1954). *Life Together*. (J.W. Doberstein, Trans.) San Francisco: HarperSanFrancisco. (Original work published 1938)
- Chapman, A.H. (1995) *The Treatment Techniques of Harry Stack Sullivan*. New Jersey; Aronson.
- Cooper-White, P. (2004). *Shared Wisdom: Use of Self in Pastoral Care and Counseling*. Minneapolis, MN: Fortress.
- 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.
- Nouwen, H.J.M. (1981). *The Way of the Heart: Desert Spirituality and Contemporary Ministry*. New York: Seabury.
- Teyber, E. (1997). *Interpersonal Process Psychotherapy*. Pacific Grove, California: Brooks/Cole.

SPECIFIC DATA: Syllabus prepared by M. Christine Morgan, LPC, November 2007.