

## **COUN 505 Draft Syllabus: Counseling Techniques and the Helping Relationship**

**When?** See Assist

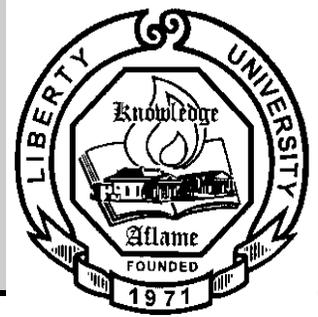
**Where?** See Assist

**Office Hours:** By appointment.

**Instructor:** See Assist

**My office:** Old Thomas Road campus

**Contact:**



- 1. Course Description:** This experiential and didactic course provides students an understanding of effective interventions from individual, relational, & systems perspectives. Students also examine personal characteristics and their effect on individual, couple, and family counseling using case discussion and analysis.
- 2. Rationale:** This course addresses the need for students to have curricular experiences and demonstrate their knowledge in the common core area of “helping relationships”. The ability to integrate and apply an understanding of the theories and techniques to one’s personal and professional life is critical in counselor development. In fact, this course may be one of the most important courses in the program since it addresses the essence of counseling. Accordingly, this course exposes the student to clinical issues related to the delivery of effective counseling. Extensive uses of online resources and situational role plays will help the student learn the essential skills involved in building an effective helping relationship.

### **3. Prerequisites:**

COUN 501 Counselor Professional Identity/Function/Ethics  
COUN 502 Human Growth and Development

As stated in the Liberty University Catalog, it is the student’s responsibility to make up any prerequisite deficiencies that would prevent the successful completion of this course.

### **4. Materials List**

#### **A. Required Textbooks**

Thomas, J. C., & Sosin, L. (2011). Therapeutic expedition: Equipping the Christian counselor for the journey. B&H Publishing. ISBN: 9781433672361

Disclaimer: The above texts provide information consistent with that required by state licensing boards in the subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these texts.

#### **B. Required Supplies for the Intensive:**

Drawing pad, a variety of colored markers, or colored pencils/crayons.

C. Recommended Equipment, Software, and Text book:

- 1) **Digital-recording equipment.** Some students choose to work on their final project beginning Wednesday night or they choose to work on it over the weekend before their next intensive (505 is often taken one week and 512 the next). You do not have to do this, but it is easy to connect with students to help you with your final project during intensive week and during the following week if you are taking 512 next. If you do not have recording equipment, check with friends, family, and other students about borrowing some.
- 2) Reference Point Software (<http://www.referencepointsoftware.com/>). This software is the best for formatting your paper and references into APA style. You do not have an APA style paper for this class, but I get questions about the best software all the time, so I'm including it on this syllabus. This software will save you a lot of time getting your papers for other classes into 6<sup>th</sup> edition APA style!
- 3) Cormier, S., & Hackney, H. (latest year). *Counseling strategies and interventions (Latest edition.)*. Boston, MA: Allyn & Bacon. This is a useful text for going deeper in the counseling process. It is a useful additional resource for this course, but it is not required.

**5. Professional Counselor, LMFT, and Academic Requirements:**

COUN 505 partially fulfills the following professional and academic requirements:

- A. Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates and Licensed Marriage and Family Therapists complete graduate study in “counseling and psychotherapy techniques” and “appraisal and evaluation procedures.”
- B. This course provides students with an understanding of:
  1. Counselor characteristics and behaviors that influence helping processes including age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics and orientations, and skills.
  2. Essential interviewing and counseling skills that enable them to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.
  3. Themselves, so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.
  4. Ethical and legal considerations in counseling.

## **6. Measurable Learning Outcomes**

The departments learning outcomes will be followed by the learning outcomes for this course. The Center for Counseling and Family Studies masters' level learning outcomes are found below.

### **Center for Counseling and Family Studies masters' level program outcomes:**

1. The student will be able to illustrate appropriate knowledge in all core curricular areas of counseling in preparation for certification and/or procuring employment in the mental health field.
2. The student will be able to demonstrate appropriate research and report writing skills including the use of APA format and computer technology.
3. The student will be able to integrate Biblical principles and secular theories in a responsible eclectic manner.
4. The student will be able to incorporate ethic and legal standards in counseling arena.
5. The student will be able to assess, diagnose, and treat clients with a broad array of presenting problems and mental disorders using multiple counseling skills in established best practices.
6. The student will be able to evaluate diverse individual, group, and family populations in order to effectively determine treatment for clients.
7. Non – Licensure The student will be able to assess and refer clients with a broad array of presenting problems and mental disorders using multiple counseling/interviewing skills in established best practices.

### **COUN 505's learning outcomes are as follows:**

1. The students will be able to:
  - a. Conceptualize the manner in which effective counseling proceeds from problem identification to problem resolution based on their understanding of themselves and counselor characteristics and behaviors that influence helping processes. (Program outcomes 1, 5, 6, 7)
  - b. Demonstrate essential interviewing and counseling skills so that they are able to develop therapeutic relationships with clients. (Program outcomes 1, 5, 6, 7)
  - c. Design, explain, and demonstrate rudimentary intervention strategies and successfully terminate counselor-client relationships. (Program outcomes 1, 3, 5, 6, 7)
  - d. Conceptualize ethical and legal considerations regarding establishing and maintaining therapeutic relationships. (Program outcome 4, 7)
2. Demonstrate the ability to explore personal issues and relate them to counseling as evidenced by completion of the pre-intensive work, the basic skills/intake self evaluation forms completed during intensive week, and participation in the

experiential activities during the intensive week. (Program outcome 1)

3. Demonstrate the ability to self-critique counseling work through appropriate and insightful self-reflection as evidenced by the satisfactory completion of the basic skills/intake self evaluation forms completed during intensive week. (Program outcome 1)

## 7. Course Requirements and Assignments:

Course assignments are described below, along with the course learning outcomes each assignment meets. A summary table ends this section connecting each assignment with the course and program learning outcomes addressed.

### **A. Pre-class quizzes on the Thomas/Sosin text are due by Sunday night before Intensive Week**

It is critical for you to be prepared to actually start learning and practicing the skills described in your text during intensive week; therefore, the pre-class assignment consists of reading your text and completing quizzes on the chapters. The assignment is due Sunday night before the intensive; however, it takes a long time to complete this assignment. Below is key information:

- 1) **Pace yourself.** The quizzes are too much to cram for in the last weekend before the intensive. We sometimes have students drop before the intensive because they delayed completing this assignment. I don't want that to happen to you! Pace yourself and complete this assignment earlier rather than later. You'll be glad you did.
- 2) Most quizzes cover **two chapters.**
- 3) The quizzes are **open book**, BUT they are not easy, so you must read the chapter and prepare to get a good grade.
- 4) The **text outlines** will be helpful in your review of the chapter. These are found under Course Content.
- 5) You may take each quiz **three times.** Anticipate **different questions** on re-takes if you do this.
- 6) When you get an **80**, go to the next quiz. Remember, this is a pass/fail class, so there is no difference between an 80 and a 100. If you make a grade lower than 80 on a quiz after three tries but you made a 90 or 100 on another quiz, that other quiz should balance you out.
- 7) Your **overall average** for the quizzes must be an 80 or above.

**Assignment partially meets course learning outcomes 1 (a-d).**

**B. In-class Activities**

**1. PARTICIPATE IN CLASS DISCUSSION AND ROLE PLAYING**

Students are expected to attend all class sessions prepared to actively participate in class discussion and various exercises and activities as they occur. Missing a day of class constitutes failure of the course. Only extreme emergencies will be considered as a possible exception at faculty discretion.

Students will be asked to participate in class. All students are required to perform counseling demonstrations so you must come to class fully prepared. An open, curious, and honest attitude toward learning from others will facilitate development for all participants.

Becoming a professional is a process. It involves developing respect for yourself and others. It is important to establish a professional attitude and demeanor while in graduate school. Therefore, if you bring your computer to class it should only be used for material related to this class.

You must receive an 80% or higher in your participation in order to receive a passing grade for this course.

**Assignment partially meets course learning outcomes 1 (a-d) of the syllabus.**

**1. PRACTICE COUNSELING SESSIONS AND DOCUMENTATION**

In the afternoon students will be placed in triad or quad groups, depending on the number of students. These groups will meet daily to practice the counseling skills. Each time the group meets, students will conduct pseudo counseling sessions. Each student will spend time in the role of counselor, client, and observer. There are two practice sessions and documentation assignments that you will complete during the intensive week, one for basic skills demonstration and one for the intake/goal setting demonstration. Each is worth 5 percent (totaling 10 percent) toward your written assignment grade. These forms are posted on the blackboard under the assignments tab with portals for submission. The intake self evaluation form will be **submitted online** on Wednesday evening. The basic skills practice evaluation form will be **submitted online** on Thursday. The termination form will be **submitted online** by Wednesday following intensive week.

**Assignment partially meets Learning Outcomes 1 (a-d), 2, & 3.**

**C. Post-Intensive Activity:**

**COUNSELING-LIKE PRACTICE.**

Important Initial Notes:

A. **When can I start this assignment?** You cannot start this assignment until after

you complete Wednesday afternoon of intensive week. Monday-Wednesday of intensive week includes essential skills training that you must demonstrate in the first video of the assignment. Thursday contains critical training for the second video. Friday contains essential training for the final video. Be aware, also, that it is very exhausting to try to do this assignment beginning Wednesday night instead of waiting till the weekend or later. See below for starting strategies.

- a. Wednesday night, Thursday night, Friday morning before you leave. As noted, this is very draining because of your other assignments for intensive week. It is not recommended.
- b. Weekend after intensive week. If you are staying over the weekend because you are taking another intensive (e.g., 512) the following week, this is a good time to connect with a student who is doing the same to complete your assignment.
- c. If you are taking an intensive the following week (e.g., 512), this is a great time to work with a student in that intensive during that week to complete the assignment.
- d. After intensive week (no intensive the following week). Students often connect through the “AACC at LU” Facebook page and the “COUN 505” Facebook page with other Liberty students. It is recommended that you work on securing your pseudo-client volunteer during intensive week so you’ll be ready to begin when the intensive ends.

**B. Who can be my pseudo-client?**

- a. This person must be someone you don’t know personally.
- b. You may use a student who was not part of your triad practice in the afternoon but is attending this intensive.
- c. You may use a student that you do not know from another intensive or an online class.
- d. You may not use family, relatives, friends, or acquaintances.
- e. You can use a “friend of a friend”.
- f. Again, you cannot do this assignment with a class member who you have practiced with in your afternoon breakout session, a family member, relative, friend, or acquaintance. It can only be another LU student or a “friend of a friend”. This is someone you don’t know but one of your friends does.
- g. Here are other key qualifications: Your pseudo client must be 18 years of age or older and to the best of your knowledge not be suffering from any severe mental disorder. No suicidal, homicidal, or significant substance abuse issue should be present (when in doubt, check out the scenario with your afternoon instructor). Again, you cannot be in a pre-existing relationship with this person, e.g. not a relative, or friend, or co-worker, etc.

**This assignment will meet Learning Outcomes 1 (a-d), 2, & 3.**

**You are to review the requirements of being a pseudo client with your potential pseudo client and be sure they are willing and able to meet all requirements. They will sign the preliminary informed consent form (all forms are posted on the blackboard).**

Counseling students will perform three pseudo counseling sessions with their pseudo client. DVD or flash drive digital recordings of the first two sessions will be submitted to your afternoon instructor. If you do not own a digital video recorder, borrow one from a friend, other student, or relative. You may also consider renting one from a media company. Check and make sure the sound quality is acceptable prior to recording any sessions. Review each for quality before sending these to your afternoon instructor.

1. Describe the assignment and obtain signed informed consent from the pseudo-client.
2. The pseudo-client completes the Client Data Form.
3. Prior to the first session (intake session), the student reviews the Client Data Form the pseudo client has completed already.
4. The first session will be a modified intake session (no diagnosis will be required).
  - This session should be 30-40 minutes long.
  - Student counselor will be required during this session to explain the informed consent (including confidentiality and the limits to confidentiality) and the release of information/video taping form.
  - Student counselor will review and explore the pertinent sections of the Client Data Form (filled out by client and previously read by Student Counselor before the session).
  - Student counselor will explore the presenting problem including:
    - ◇ Description, history and frequency of problem
    - ◇ Conditions under which the problem exists
    - ◇ Attempts to address problem and successes with addressing the problem
    - ◇ How the problem affects the client's functioning
    - ◇ The problem must be client focused (e.g. my problem with coping with my father vs. my father's anger).
  - Establish one treatment goal (must be measurable) and objectives related to the work/treatment the client will receive during the remaining sessions.
  - Submit one form, the Intake Self Evaluation, and Case Conceptualization form, through Blackboard by the date indicated on the Course Schedule below.
  - Mail the client forms and flashdrive/DVD to the afternoon instructor (to be received by date indicated on the Course Schedule below)
5. The 2nd submitted session must be submitted as a flashdrive or DVD to your afternoon instructor. In this session you will:
  - Demonstrate strong basic skills and when appropriate an advanced technique (e.g. empty chair, use of REBT (using chart), etc.). The technique must be appropriate to the treatment goals
    - This session should be 30-40 minutes long.
    - Submit two forms, the Second Session Evaluation Form and the Verbatim form, through Blackboard by the date indicated on the

Course Schedule below.

- Mail the client intake form, consent form, and flashdrive/DVD to your afternoon instructor (to be received by date indicated on the Course Schedule below).
6. The objectives of the Termination session (not recorded) are:
- This session should be 15-20 minutes long.
  - Looking back at the original goals and examining level of client success.
  - Highlighting the client actions that have led to progress and/or success, or processing the lack of progress.
  - Encouraging independence and ways client can continue to work independently toward his/her goals.
  - Discuss ways that therapeutic gains can be maintained following termination (e.g. through the use of paraprofessionals, self help groups, self management skills, and letter writing).
  - Make treatment referral if appropriate.
  - Identify both positive and negative feelings towards ending the counseling relationship if appropriate.

**The flashdrive/DVDs of both counseling sessions (intake and second session), and the related forms, are due to arrive to your afternoon instructor by [5 weeks after the intensive].**

**Requirements for recordings:**

- Each session must be submitted in the form of a flashdrive or DVD.
- The flashdrive/DVD will be mailed to your afternoon instructor.
- The session must be able to be heard easily (free from background noises, loud enough, clear enough).
- Faces of both client and counselor must be **easily** seen. Seating for these recordings should be in an L or V shape rather than the normal facing each other.
- Sessions must be between 30-40 minutes.
- Student's name and section # must be written on the DVD or with the flashdrive.
- Must be received by your afternoon instructor by .
- Be sure to mark envelop as CONFIDENTIAL: MUST BE OPENED ONLY BY THE PERSON TO WHOM IT IS ADDRESSED.
- Any recording that does not meet the above criterion will receive an F grade. If using DVDs, they must be readable by standard PC. Check DVD before mailing to afternoon instructor, maintaining confidentiality.

Grades for recorded sessions will be P (counseling skills are at the expected level) or F (counseling skills are below the expected level).

**You must receive a P on both recorded sessions to pass the course.** You will be permitted one re-do of each session if needed.

**Assignment meets all course learning outcomes (1 a-d, 2, 3)**

The assignment, course learning outcome, and program learning outcome table is found below.

**Summary Chart**

<b>Assignment</b>	<b>Course Learning Outcome</b>	<b>Program Learning Outcome</b>
Quizzes	1 (a-d)	1-4, 7
Role Playing	1 (a-d)	1, 3-7
Practice Sessions/Documentation	1 (a-d), 2, 3	1, 3-7
Counseling-like Practice	1 (a-d), 2, 3	1, 3-7

**8. Course Grading and Policies:**

Below you will find the weighting of your written assignments for your grade. You must have an 80 overall average in order to pass this course.

<u>Assignment</u>	<u>Percentage</u>	<u>1000 Pt Scale</u>
Pre-Intensive	32%	320 (40 per quiz)
Wednesday form	5	50
Thursday form	5	50
Friday form	5	50
Ssn 1	16	160
Ssn 2	22 (10 for SE & 12 for Verbatim)	220 (100 SE; 120 V)
Ssn 3	15	150

**In addition to your written work, you must also receive a Pass on your recorded digital recordings of session 1 and session 2 in order to pass this class.** If you fail these post-intensive assignments, you cannot pass the class. See previous information on the second attempt opportunity to pass the post-intensive assignment. Below you'll find a summary of these requirements.

**Letter Grade**  
P

**Requirement**

Must meet **all** the requirements below.

- Completes all assigned work.
- Receives a passing grade on both of the recorded sessions (only one redo for each session is allowed).
- Written assignment grade averages an 80% or better.
- Attended and participated in all class sessions and received an 80% or better overall average on the above

graded forms.

F If you fail to meet any of the three requirements above.

**9. Attendance Policies:** Students should be on time for class at the beginning of each day and following each break. No portion of class may be missed. Missing a day of class constitutes failure of the course. Only extreme emergencies will be considered as a possible exception at faculty discretion. Class ends at 12 noon on Friday.

## 10. Other Policies

- A. **Academic Misconduct**  
Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.
- B. **Disability Statement**  
Online students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at [dlpodas@liberty.edu](mailto:dlpodas@liberty.edu) to make arrangements for academic accommodations. Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in TE 127 for arrangements for academic accommodations.
- C. **Drop/Add Policy**  
Consult the Graduate Catalog for drop/add policies.
- D. **Dress Code (applies to classes meeting on campus)**  
Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.
- E. **Classroom Policies (applies to classes meeting on campus)**  
Students may not “multi-task” during class time. Usage of technological resources is restricted to activities specifically related to class assignments.
- F. **Email Correspondence:** Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.

- G. Dual Relationships: The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.
- H. Limits of Confidentiality: In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.
- I. FN policy: Students who begin a course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" at the discretion of the instructor, dated to the student's last date of academic activity. A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives. The last date of attendance will be based upon the last date that a student submitted an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event).

**11. CALENDAR (See next page)**

	Session	Topic	Assignment
Day 1	A 8-10AM	Greeting, review of syllabus, Invitational Skills, Non –Verbal skills	<b>Completed pre-intensive assignment must be submitted on Blackboard by Sunday, midnight before the first day (Monday) of intensive week.</b>
	B 10-12 noon	Paraphrases, Summaries, Reflecting Content and Feelings, open & closed questions	
	3 1-4:30 PM	Triad placement, Introduction of Consultants. Practice: Invitational and Non-Verbal Skills, Paraphrases, Summaries, Reflection Skills, open/closed questions Consultants	
Day 2	A 8-10AM	Reflection and Exploring Feelings part 2, Reflecting and Exploring Meaning	
	B 10-12 noon	Immediacy, Advanced Empathy, Challenging Skills	
	C 1-4:30 PM	Practice today's skills Consultants	
Day 3	A 8-10AM	Intake/Assessment/Goal Setting	<b>Day 3: Intake/Goal Setting Submit appropriate form on BB by Thursday (tomorrow), 7:55AM</b>
	B 10-12 noon	Demonstration	
	3 1-4:30 PM	Practice Intake & Goal Setting Consultants	
Day 4	A 8-10AM	Advanced Skills	<b>Day 4: Basic Skills Session Submit appropriate form on BB by Friday (tomorrow), 7:55AM.</b>
	B 10-12 noon	Session 2 demonstration	
	3 1-4:30 PM	Practice Session 2 Consultants	
Day 5	A 8-10AM	Advanced Skills and Termination	<b>Day 5: Termination Submit appropriate form on BB by Wednesday, next week.</b>
	B 10-12 noon	Practice Advanced Skills and Termination Consultants	
Home	Due Friday, 5 weeks after intensive week Friday	Intake/Goal Setting, Counseling Session 2	<b>Recorded sessions and forms (received in the mail by consultant), related assignments (posted on Blackboard) due to be received by Friday, [5 weeks after intensive Friday].</b>
Home	Due Friday, 5 weeks after intensive week Friday	Termination Session 3	<b>No recording needed, only form posted on Blackboard due by Friday, [5 weeks after intensive Friday].</b>

**NOTE: Schedule, topics, and readings may vary at the discretion of the professor. Please expect that other readings and activities will be assigned or given per class.**

### Counseling-Related Bibliography

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- Worthington, E. L. (1993). *Psychotherapy and religious values*. Grand Rapids, MI: Baker.

## School Counseling Bibliography

- American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs (2nd ed.)*. Alexandria, VA: Author
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- DeVoss, J.A. & Andrews, M.F. (2006). *School Counselors as Educational Leaders*. Houghton Mifflin.
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