

AM-692 Basic Counseling Techniques
Hartford Seminary

Instructors: Hamada Hamid

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Office Hours: By appointment

Location: Hartford, CT

Instructor Bios:

Hamada Hamid is the Director for the Center for Global Health at ISPU. He is also a Clinical Instructor in the Departments of Neurology and Psychiatry at Yale University. Dr. Hamid completed a dual residency in neurology and psychiatry and a Masters in Global Public Health at New York University, followed by a clinical research fellowship in epilepsy at Yale University. Dr. Hamid has published several articles and book chapters on neuropsychiatric illness, mental health policy in the Middle East, and the role of culture in mental illness across a diverse spectrum of Muslim populations. He is also the founding and current managing editor of the Journal of Muslim Mental Health. Dr. Hamid has served on the boards of Tamkeen, an Arab American social service agency, Muslim Mental Health, Inc., Muslim Family Services, and he is an affiliated faculty member for the Council of Middle East Studies at Yale University. Dr. Hamid was a Fulbright Fellow in Jordan (2002-3) and his essay "Developing Iraq's National Mental Health Policy" was awarded NYU's Outstanding Paper in Global Public Health Award. Dr. Hamid received his medical degree from the School of Medicine at Michigan State University.

Hooman Keshavarzi is a Licensed Clinical Professional Counselor, a doctoral candidate in Clinical Psychology, holds a Masters of Clinical Psychology and a Bachelors of Science – specialist psychology track/minor in Islamic Studies. He is currently an Adjunct Professor of Psychology at Argosy University Chicago, Hartford Seminary, American Islamic College, instructor of psychology at Islamic Online University and founder/director of Khalil Center – a Muslim community mental health center based out of Chicago. He is also a fellow at the Institute for Social Policy and Understanding at the Global Health Center, conducting research on topics related to Muslims and Mental Health. Hooman Keshavarzi specializes in the treatment and training of clinicians in the area of Islamically integrated Psychotherapy and has delivered this training through multiple teaching modalities and capacities. He has developed an internship curriculum for graduate students at Khalil Center and currently serves as a clinical supervisor at the Village of Hoffman Estates, Dept of Health & Human Services. Additional special areas of his research include: mental status implications on Islamic jurisprudence, uncovering targeted Islamic treatment approaches for specific mental illnesses and investigating the psycho-social issues of Muslim minorities in the West.

Course Description:

This two week intensive hands-on training and supervision will prepare chaplains to provide basic counseling to individuals, couples, and families, with special attention to Muslim cases. The course will provide a framework for how to set up counseling sessions, effectively interact and establish a therapeutic relationship through an empathic interactional style, establish appropriate boundaries, screen and identify mental illness, offer basic interventions and refer people to the appropriate mental health professional. We will review some of the basic principles of transference-

countertransference, cognitive-behavioral theory, Emotion-Focused Therapy, integrative behavioral couples therapy, rational emotive behavioral therapy, and the role of the spiritual healing in the Islamic tradition. Specific skills that will be taught include empathic listening, emotional reprocessing, facilitating introspection, mental health screening techniques, and how to deal and diffuse emotionally intense and/or volatile situations. This is an experiential course that will involve lecture, discussion, modeling/demonstrations of technique and role-play. While these are critical skills for Islamic chaplains to learn, chaplains from other faith traditions may benefit from learning how to counsel across cultures and faith traditions, using the Muslim tradition as a case example.

Course Pre-requisites: AM-653 Mental Health: An Islamic Perspective or permission of the instructors.

Course Duration and Meeting Times: Two week intensive
 May 26-June 6 9:00am – 1:30pm
 Tuesday-Saturday

Recommended Texts:

Martin, D. G. (2000). **Counseling and Therapy Skills**, California: Brooks/Cole, ISBN# 1-57766-068-4.

Amer, S. A. (2012). *Counseling Muslims: Handbook of Mental Health Issues and Interventions*. New York: Routledge. ISBN 978-0-415-98860-5

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.

- Note: This text will be used as an aid. Thorough readings of the sections will not be necessary
- The Diagnostic manual used here is an American diagnostic system. The International Code for diagnosis (ICD-10) is not covered in this course, though there is much overlap. One may choose to purchase and browse through the ICD if so desired.

Various articles will be made available to students either electronically or handouts at the beginning of the first class.

Course Objectives:

- Be able to identify possible psychopathology and have an understanding of the system of referral.
- Expand awareness of mental health referral sources and procedures to collaborate/assist with expert mental health clinicians.
- Review basic counseling models with an emphasis on practical application via demonstrations, role-play etc.
- Learn basic techniques to heighten introspection and self-awareness in clients

- Impart active and empathic listening skills towards fostering a productive relationship between Chaplain/Imam and client.
- Increase awareness of relational processes that influence self and other.

Grading:

Item	Percentage
Participation	20%
Counseling Audio Tape 1	15%
Counseling Audio Tape 2	30%
Counseling Audio Tape 3	35%

Assignments/Exams:

Participation– This is measured by a willingness on behalf of the student to engage in the learning process. This includes attendance, participation in discussions, role play and activities.

Counseling Audio Tapes – Three counseling audio or video tapes will be self-recorded by the student in the interest of demonstrating specific techniques and/or interventions as learned in classes. Students may bring recorders to class, due to the possibility of having some role-plays recorded and may be used for submission for the assignment. All tapes MUST be transcribed and must include a double-spaced, three page reflection. It is recommended that in the reflection, the student justify why they responded or carried out the session in the manner that they did, what they might have done differently and what orientation or techniques they were trying to employ.

- Tape 1 – Active/Empathic Listening: This will be between 10-15 minutes and will be focused on empathic listening skills and response techniques/styles.
- Tape 2 – Conducting Sessions: This will be between 15-25 minutes and must include listening and empathic skills learned in first sessions and additional techniques covered.
- Tape 3 – Integrative Therapy: This tape will be approximately 30-40 minutes long and must demonstrate an integrative understanding of techniques that may be customized to fit the style of the Imam/Chaplain in working with the client.

Course Schedule:

Day	Time	Topic	Readings/Assignments
1	9-11:15 am	<ul style="list-style-type: none"> • Introduction to the course & an Islamic integrative framework • Role of the Counselor and Client in relationship. • Fundamentals of Forming the Relationship <ul style="list-style-type: none"> ➤ Core Conditions ➤ Counseling stance 	Chapter 1 – Martin Chapter 5 – Martin Keshavarzi, H & Haque, A. (2012). Outlining a psychotherapy model for enhancing Muslim mental health in an Islamic context. <i>International Journal for the Psychology of Religion</i> .

		<ul style="list-style-type: none"> ➤ Hearing, Listening and Following your client 	
	12pm-2pm	<ul style="list-style-type: none"> ● Forming the Relationship: the Process <ul style="list-style-type: none"> ➤ Demonstration ➤ Role play 	Chapter 2 – Martin
2	9-11:15 am	<ul style="list-style-type: none"> ● Relationship issues <ul style="list-style-type: none"> ➤ Transference/Counter-transference ➤ Confrontation ➤ Resistance 	Chapter 6 - Martin
	12-2pm	<ul style="list-style-type: none"> ● Increasing self-awareness and practicing empathy <ul style="list-style-type: none"> ➤ Discussion ➤ Q & A ➤ Role play 	
3	9-11:15 am	<ul style="list-style-type: none"> ● Identifying Types of Problems and Responding Effectively <ul style="list-style-type: none"> ➤ Quick overview of most prevalent mental disorders ➤ What to treat and what not to treat. ➤ Referral 	Ali, O. M., Milstein, G., & Marzuk, P. M. (2005). The Imam's role in meeting the counseling needs of Muslim communities in the United States. <i>Psychiatric Services</i> , 56(2), 202-205.
	12-2pm	<ul style="list-style-type: none"> ● How to respond to psychopathology in the moment? <ul style="list-style-type: none"> ➤ Demonstration ➤ Role play 	Martin- Chapter 3 Tape 1: Due
4	9-11:15 am	<ul style="list-style-type: none"> ● Understanding and Working with Emotions. <ul style="list-style-type: none"> ➤ Adaptive vs. Maladaptive emotions ➤ Needs of emotions ➤ Emotional reprocessing 	Izard, C. A. (2002). Translating emotion theory and research into preventive interventions. <i>Psychological Bulletin</i> , 128 (5), 796-824. ○ See attached – primary emotions – adaptive response
	12-2pm	<ul style="list-style-type: none"> ● Working with emotions, hearing and accessing them: <ul style="list-style-type: none"> ➤ Self-assessment exercise. How emotionally accessible are you? ➤ Role play/Demonstrations 	Greenberg, L.S. & Paivio, S.C. (1997). Working with the Emotions , New York: Guilford., <i>Chapter 3: Emotion Assessment</i> .
5	9-11:15 am	<ul style="list-style-type: none"> ● Understanding and working with Cognition/Thoughts <ul style="list-style-type: none"> ➤ Cognitive distortions ➤ Cognitive techniques to address distortions 	

		<ul style="list-style-type: none"> ➤ Thought mapping 	
	12-2pm	<ul style="list-style-type: none"> • How to apply cognitive techniques in an empathic way. <ul style="list-style-type: none"> ➤ Exposure to cognitive techniques in demonstration ➤ Role play 	<p>Martin – Chapter 4.</p> <p>Tape 2: Due</p>
6	9-11:15 am	<ul style="list-style-type: none"> • Reforming/shaping behavior and behavioral impulses. <ul style="list-style-type: none"> ➤ Reinforcement cycles ➤ Shaping ➤ Impulse control 	
	12-2pm	<ul style="list-style-type: none"> • Behavioral principles in application <ul style="list-style-type: none"> ➤ Activities ➤ Video ➤ Case examples (what to prescribe) ➤ Discussion 	
7	9-11:15 am	<ul style="list-style-type: none"> • Integrative Behavioral Couples Therapy <ul style="list-style-type: none"> ➤ Goals ➤ Techniques 	<p>Barlow, D.H. (Ed.) (2008). <i>Clinical handbook of psychological disorders: A step-by-step manual</i> (4th ed.). New York: The Guilford Press. ISBN-10: 1-59385-572-9: <i>Chapter 16: Couple Distress.</i></p>
	12-2pm	<ul style="list-style-type: none"> • Couples Counseling: Religious/cultural issues and additional considerations <ul style="list-style-type: none"> ➤ Discussion 	
8	9-11:15 am	<ul style="list-style-type: none"> • Integrative Behavioral Couples Therapy <ul style="list-style-type: none"> ➤ Applying the theory ➤ Demonstration ➤ Role Play 	
	12-2pm	<ul style="list-style-type: none"> • Couples Counseling: Exercises, resources and aids 	<p>Gottman, J. (1999). <i>The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert.</i> New York: Crown Publishers Inc.</p>
9	9-11:15 am	<ul style="list-style-type: none"> • Integrating and Incorporating Spirituality into therapy. <ul style="list-style-type: none"> ➤ Integrative theory in depth ➤ Conceptualization 	<p>Keshavarzi, H & Haque, A. (2012). Outlining a psychotherapy model for enhancing Muslim mental health in an Islamic context. <i>International Journal for the Psychology of Religion.</i></p> <p>Haque, A. & Keshavarzi, H (2014). Integrating Indigenous Healing Methods in Therapy: Muslim Beliefs and Practices. <i>International Journal of Culture and Mental</i></p>

			<i>Health.</i>
	12-2pm	<ul style="list-style-type: none"> • Experiencing in the moment. <ul style="list-style-type: none"> ➤ Demonstrations ➤ Role Play 	
10	9-11:15 am	<ul style="list-style-type: none"> • Understanding Psychological Trauma <ul style="list-style-type: none"> ➤ The physiology of stress. ➤ 	
	12-2pm	<ul style="list-style-type: none"> • Coping Mechanisms <ul style="list-style-type: none"> ➤ Discussion ➤ Role play 	Final Tape Due

Policy:

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Instructors require that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consulting your instructor for further information regarding academic dishonesty and plagiarism.

Scholarly Writing:

It is expected that students can read and write at a college level. The instructor will have the expectation that students' writings be free of grammatical and spelling errors and be in compliance with APA standards. Additionally, writing must reflect critical thinking and an integrative synthesis of the material presented in lecture, readings and your personal thought. As potential leaders of your respective communities, we demand an exerted effort and that you take your education very seriously.

Attendance:

Attendance in class is required. If you know you will be unable to attend a class session please inform the professor in advance. Missing two sessions will result in an automatic lowering of your final grade by 10%. Missing three or more sessions will result in automatic failure of the course