

**AM-692 Basic Counseling Techniques**  
**Hartford Seminary**

**Instructors:** Hooman Keshavarzi, Psy.D  
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**Office Hours:** By appointment  
**Location:** Online

**Instructor Bios:**

Hooman Keshavarzi is a Licensed Clinical Professional Counselor, completed a doctorate in Clinical Psychology, Masters of Clinical Psychology and a Bachelors of Science – specialist psychology track/minor in Islamic Studies. He is currently visiting faculty at Ibn Haldun University in Istanbul, Adjunct faculty at Hartford Seminary, American Islamic College, instructor of psychology at Islamic Online University and founder/director of Khalil Center – a Muslim community mental health center headquartered 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 six-week summer intensive is a combination of lecture and hands-on training and supervision designed to prepare chaplains to provide basic counseling using an Islamically integrative framework, known as Traditional Islamically Integrated Psychotherapy (TIIP). The course will provide a structure 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 forming a therapeutic relationship, cognitive therapy, Emotion-Focused Therapy, principles of behavior modification, character formation and explore the role of the spiritual healing within a counseling/therapeutic setting. 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:** Online Combination of Synchronous and Asynchronous  
 May 25 – July 2  
 Live Classes will be held for 2 hours/week

**Recommended Texts:**

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

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
Online Discussion Forums	20%
Participation in Zoom Meetings	20%
Counseling Audio Tape 1	25%
Counseling Audio Tape 2	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 15-25 minutes and will be focused on empathic listening skills and response techniques/styles.
- Tape 2 – 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:

Week	Topic	Readings/Assignments
1	<ul style="list-style-type: none"> <li>• Introduction to the course &amp; an Islamic integrative framework</li> <li>• Review of Research trends and literature that pertain to Islam &amp; psychotherapy and Spiritually integrated psychotherapies movement.</li> </ul>	Chapter 1 – Martin  Keshavarzi, H., Khan, F., Ali, B. & Awaad, R. (Eds.) (2020). <i>Applying Islamic Principles to Clinical Mental Health Care: Introducing Traditional Islamically Integrated Psychotherapy</i> . New York: Routledge. - Chapter 1  <u>Recommended:</u> Haque, A., Khan, F., Keshavarzi, H. & Rothman, A. (2016) Integrating Islamic Traditions in Modern Psychology: Research Trends in Last Ten Years. <i>Journal of Muslim Mental Health</i> , 10(1), 75-100.
	Introduction to the Islamic Intellectual Heritage, treatment of mentally ill in Islamic history & Select readings from Abu Zayd Al-Balkhi's Risalah on sustenance of the body and soul (psyche)	Keshavarzi, H & Ali, B (2018). Islamic Perspectives on Psychological and Spiritual Well-being and Treatment, in H. S. Moffic, J. Peteet, A. Hankir, R. Awaad, <i>Islamophobia &amp; Psychiatry: Recognition, Prevention, and Treatment</i> . Springer Press  <u>Recommended Readings:</u> Badri, M. (2013). Translation and annotation of Abu Zayd al-Balkhi's <i>Sustenance of the Soul</i> . Richmond, VA: International Institute of Islamic Thought.  For those that can read Arabic – the Arabic PDF text will be sent.
2	<ul style="list-style-type: none"> <li>• Role of the Counselor and Client in relationship.</li> <li>• Fundamentals of Forming the Relationship               <ul style="list-style-type: none"> <li>➤ Core Conditions</li> <li>➤ Counseling stance</li> </ul> </li> </ul>	Chapter 2 – Martin Chapter 5 – Martin  <u>Recommended</u> Chapter 6 - Martin

	<ul style="list-style-type: none"> <li>• Hearing, Listening and Following your client</li> <li>• Forming the Relationship: the Process             <ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Role play</li> </ul> </li> <li>• Relationship issues             <ul style="list-style-type: none"> <li>➤ Transference/Counter-transference</li> <li>➤ Confrontation</li> <li>➤ Resistance</li> </ul> </li> <li>• Increasing self-awareness and practicing empathy             <ul style="list-style-type: none"> <li>➤ Discussion</li> <li>➤ Q &amp; A</li> </ul> </li> <li>• Role play</li> </ul>	
	<ul style="list-style-type: none"> <li>• Assessment &amp; Identifying Types of Problems and Responding Effectively             <ul style="list-style-type: none"> <li>➤ Quick overview of most prevalent mental disorders</li> <li>➤ What to treat and what not to treat.</li> <li>➤ Referral</li> </ul> </li> <li>• How to respond to psychopathology in the moment?             <ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Role play</li> </ul> </li> </ul>	<p>Martin- Chapter 3</p> <p>Keshavarzi, H. &amp; Khan, F. (2018). Outlining a case illustration of Islamically Integrated Psychotherapy In C. York al-Karam, <i>Islamically Integrated Psychotherapy</i>. West Conshohocken, PA: Templeton Press.</p> <p>Keshavarzi, H., Khan, F., Ali, B. &amp; Awaad, R. (Eds.) (2020). <i>Applying Islamic Principles to Clinical Mental Health Care: Introducing Traditional Islamically Integrated Psychotherapy</i>. New York: Routledge. - Chapter 5</p>
3	<ul style="list-style-type: none"> <li>• Understanding and Working with Emotions.             <ul style="list-style-type: none"> <li>➤ Adaptive vs. Maladaptive emotions</li> <li>➤ Needs of emotions</li> <li>➤ Emotional reprocessing</li> </ul> </li> </ul>	<p>Keshavarzi, H., Khan, F., Ali, B. &amp; Awaad, R. (Eds.) (2020). <i>Applying Islamic Principles to Clinical Mental Health Care: Introducing Traditional Islamically Integrated Psychotherapy</i>. New York: Routledge. - Chapter 7</p>
	<ul style="list-style-type: none"> <li>• Working with emotions, hearing and accessing them:             <ul style="list-style-type: none"> <li>➤ Self-assessment exercise. How emotionally accessible are you?</li> <li>➤ Role play/Demonstrations</li> </ul> </li> </ul>	<p><u>Recommended:</u> Greenberg, L.S. &amp; Paivio, S.C. (1997). <b>Working with the Emotions</b>, New York: Guilford., <i>Chapter 3: Emotion Assessment</i></p>
4	<ul style="list-style-type: none"> <li>• Understanding and working with Cognition/Thoughts             <ul style="list-style-type: none"> <li>➤ Cognitive distortions</li> <li>➤ Cognitive techniques to address distortions</li> <li>➤ Thought mapping</li> </ul> </li> <li>• How to apply cognitive techniques in an empathic way.</li> </ul>	<p>Martin – Chapter 4.</p> <p>Hamdan, A. (2008). Cognitive restructuring: An Islamic perspective. <i>Journal of Muslim Mental Health</i>, 3(1), 99-116</p>

	<ul style="list-style-type: none"> <li>➤ Exposure to cognitive techniques in demonstration</li> <li>➤ Role play</li> </ul>	
	<ul style="list-style-type: none"> <li>• Reforming/shaping behavior and behavioral impulses. <ul style="list-style-type: none"> <li>➤ Case example of OCD: Waswasa</li> <li>➤ Reinforcement cycles</li> <li>➤ Shaping</li> <li>➤ Impulse control</li> </ul> </li> <li>• Behavioral principles in application <ul style="list-style-type: none"> <li>➤ Activities</li> <li>➤ Video</li> <li>➤ Case examples (what to prescribe)</li> <li>➤ Discussion</li> </ul> </li> </ul>	<p>Keshavarzi, H., Khan, F., Ali, B. &amp; Awaad, R. (Eds.) (2020). <i>Applying Islamic Principles to Clinical Mental Health Care: Introducing Traditional Islamically Integrated Psychotherapy</i>. New York: Routledge.</p> <p>- Chapter 9</p> <p><b>Tape 1:Due</b></p>
5	<p>Spiritually (Ruhani) oriented interventions and the integration of Sufi practices in Psychotherapy.</p> <ul style="list-style-type: none"> <li>➤ Guided Imagery</li> <li>➤ Diaphragmatic breathing</li> <li>➤ Muraqabah/zikr</li> </ul>	<p>Haque, A. &amp; Keshavarzi, H (2014). Integrating Indigenous Healing Methods in Therapy: Muslim Beliefs and Practices. <i>International Journal of Culture and Mental Health</i>.</p>
	TIIP Integrative Psychotherapy, role play and demonstration	<b>Tape 2 Due</b>

**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