

CNS 501
Clinical Foundations: Basic Counseling Skills and Interventions
Western Seminary - Portland Campus, Fall, 2010

Kay C. Bruce, Psy.D., Professor of Counseling
Lisa Achilles, M.A., Instructional Assistant

Ways to Communicate:

Office Hours: Mondays through Thursdays
Office No. (503) 517-1875
Cell Phone No. (360) 910-2701

Email address: kbruce@westernseminary.edu
Appointments scheduled by calling (503) 517-1856
Class webpage at <http://www.wscll2.net/classrooms>

Note: Syllabus may be subject to change through first week of class

“Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary’s Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator’s office.”

Course Description:

This course introduces the student to basic skills of attending, empathy, acceptance, genuineness, and concreteness necessary to effective clinical counseling. The course also addresses the additional skills of confrontation, immediacy, self-disclosure, and strategies for change to develop the psychotherapeutic skills for clinical intervention and accomplishing goals. The role of faith in psychotherapy will be explored. Activities include reading, lecture, observation, role playing, and student audio/videotaped clinical practice. 2 hours of course credit. 90 hours of course requirements.

Course Goals:

By the completion of this course, you should be able to:

1. conduct a counseling session using basic listening skills
2. develop a basic treatment strategy
3. maintain an awareness of therapist variables impacting counseling sessions
4. provide an elementary assessment of therapist listening skills

Course Objectives:

To facilitate accomplishment of course goals students shall:

1. maintain consistent attendance
2. participate in class triads
3. complete required readings and workbook exercises
4. conduct and evaluate role-play counseling sessions with clients
5. successfully complete a final exam
6. pass clinical competencies of empathy and respect

Texts and Major Readings:

Federal law now requires institutions to provide the ISBN numbers and retail prices for all required books. Western Seminary encourages students to visit our campus bookstore, Windows Booksellers, in order to obtain these titles at a reduced rate.

E = Egan, G. (2010). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning., ISBN# 0495601896, Price: \$90.95

EX = Egan, G. (2010). *Exercises in Helping Skills: A Manual to Accompany The Skilled Helper. (9th ed.)*. Belmont, CA: Brooks/Cole Cengage Learning., ISBN# 0495806323, Price: \$69.95

CLASS LECTURE TOPICS WITH CORRESPONDING READINGS (Please see Reading and Exercise Report page for assignment due dates.)

Week 1 Introduction, Ethical Issues, Basic Empathy

08/30/10 E pp. 162-187; Ecc. 3:1-8; Rom. 12:9-21; John 11:1-36; 2 Tim. 2:22-26; James 3:13-18; Matt. 7:1-5
EX 1-3 pp. 6-9; EX 2-1 pp. 12-15; EX 5-7 pp. 43-47

Week 3 Attending Skills

09/20/10 E pp. 128-160; Luke 22:54-62; Job 2:11-13
EX 6-1, 6-2 pp. 55-63

Building the Therapeutic Relationship

E pp. 36-42; Luke 2:41-52

EX 6-3, 6-4 pp. 63-67

Week 5 Concreteness

10/04/10 E pp. 189-209; James 2:14-26
EX 7-1, pp. 69-70, 7-4 pp. 76-79

Respect, Warmth, & Facilitative Responding; Helping Clients Tell Their Story

E pp. 94-126; James 1:19-20; Prov. 18:13; 1 Pet. 2:17

EX 3-4, 3-5 pp. 18-21

Video review due 10/04/2010

Week 7 Confrontation

10/18/10 E pp. 210-232, 251-274; John 4:1-18, 39-42; John 21:15-17
EX 4-1 pp. 23-27, EX 4-6 pp. 32-33

Response Transcript #1 due 10/18/2010

Week 9 Immediacy

11/01/10 E pp. 244-251; Matt. 9:20-22
EX 9-3 pp. 111-113, EX 8-7 pp. 98-104

Self-Disclosure

E pp. 233-242; 2 Cor. 1:3-7

EX 8-8, 8-9 pp. 104-108

Week 11 Focusing

11/15/10 E pp. 278-353; Phil. 3:10-14
EX 11-7 pp. 142-146

Developing a Plan

E pp. 355-396; Prov. 14:22-23; EX 156-166

Implementing the Plan

E pp. 398-421; 2 Tim. 4:5-8; Isa. 46:11

EX 13-1, 13-3 pp. 173-186

Response Transcript #2 due 11/15/2010

Workbooks due 11/22/2010

Reading and Exercise Report due 11/22/2010

Week 13 Termination

11/29/10 John 14:1-4, 16-21, 28-31
Final Exam

Role-Play Session Log and Attendance Report due 12/06/2010

Course Requirements:

1. Attendance. (.5 point per hour in class, 7 points possible)
The experiential nature of this course makes consistent attendance very important.
Please give prior notice of anticipated absences when possible. (14 hours)
2. Practicum Role-play Sessions. (.5 point per reported triad hour, 14 points possible)
Practicum role-play sessions demonstrate student ability to apply reading and lecture material to practical experience. (28 hours)
3. Reading. (1 point per completed reading assignment, 11 points possible) (Prep. time 12 hours)
Students will maintain the attached reading report to document completion of assignments.
4. Workbook Exercises. (1 point per completed workbook exercise, 20 points possible)
Students will maintain a log of completed workbook exercise assignments. (Prep. time 20 hours)
5. Response Transcripts. (1 point per transcript excerpt meeting specified criteria, 13 points possible). Students will transcribe portions of counseling session demonstrating specific counseling skills. (Prep. time 7 hours)

Response Transcript #1 - Facilitative Responses:

Four transcribed exchanges rated 3 on Empathy scale
Two transcribed exchanges rated 3 on Concrete scale

Response Transcript #2 - Empathy, Self-Disclosure, Confrontation, and Immediacy Responses:

Two transcribed exchanges rated 3 on Empathy scale
One transcribed exchange rated 3 on Self-Disclosure scale
Two transcribed exchanges rated 3 on Confrontation scale
Two transcribed exchanges rated 3 on Immediacy scale

6. Videotape review. (10 points possible) (Prep. time 2 hours)
Students will write a one-page reflection paper describing what he/she has learned from observing him/herself as a counselor in a videotaped role-play session. The assignment involves watching a 45-50 minute videotape of you counseling someone else. Evaluate yourself on the SOLER criteria, notice any head nodding, fidgeting, hand gestures, playing with fingers, etc. Consider your own facial expressions and tone of voice to see if they match what you are trying to communicate to the client. Track how much you use empathy statements versus questions and the reaction by the client to your interventions.
7. Final Exam. (25 points possible) (Prep. time 7 hours)

Course Grading:

100 - 99 = A+	85 - 84 = C+
98 - 95 = A	83 - 81 = C
94 - 93 = A-	80 - 79 = C-
92 - 91 = B+	78 - 77 = D+
90 - 88 = B	76 - 74 = D
87 - 86 = B-	73 - 70 = D-
	69 ≥ = F

Confidentiality and Ethics Information:

Approximately 60% of class time will be devoted to role-playing counseling sessions. Ethics regarding confidentiality will be observed. When recording a session, permission must first be granted before proceeding.

When taking the role of a client in class role-plays, caution should be exercised in the sharing of personal information. Attention should be given to personal limits of comfort and safety. Students who become overly

burdened or concerned during role-plays should debrief with a faculty member. While experiential exercises are a mandatory requirement of the course, some minimal fictitious information is acceptable in role-plays.

Excerpt Examples from Response Transcript

The first response transcript requires four Empathic exchanges and two Concrete exchanges. These exchanges should be transcribed from sessions that you have recorded, wherein you are the counselor. The exchanges can all come from the same session or different sessions, from in class or out-of-class. Here are two examples of Empathy and one of Concreteness, to illustrate what it should look like.

E3

Client: I hate it when I let my fear get the best of me. It's often when I'm talking with my father, but it happens all the time! He knows just what buttons to push.

Counselor: You're angry with yourself when you forget that you're now an adult and are no longer powerless.

Client: What is it about me that I just give in? And it's not just with my father.

E3

Client: I don't think I'm going to make a good counselor. The other people in the program seem brighter than I am. Others seem to be picking up the knack of empathy faster than I am. I'm still afraid of responding directly to others, even with empathy.

Counselor: You're feeling pretty inadequate and nervous because the empathic responses seem awkward and don't come easily or intuitively to you. You think other students are more naturally skilled at responding.

Client: Yes, I get discouraged easily when I don't feel successful at something new.

C3

Client: I've tried all kinds of things to get a job and nothing has worked. I don't know why I'm even willing to try again. But things are so bad . . . I just have to get a job.

Counselor: You are desperate to find employment, but your efforts have not landed you a job. It might help to describe some of the strategies you've tried so far.

Client: It seems like I've done everything I can do. I have used my standard resume and cover letter to attach in response to many online classified job ads.

Reading and Exercise Report

(1 point per reading assignment; 1 point per workbook exercise)

Students are responsible to skim material on pages listed and complete the specified exercises.

- 09/13/10 ___ E pp. 162-187
___ EX 1-3 pp. 6-9 ___ EX 2-1 pp. 12-15 ___ EX 5-7 pp. 43-47
- 09/20/10 ___ E pp. 128-160
___ EX 6-1 pp 55-59 ___ EX 6-2 pp. 59-63
- 09/27/10 ___ E pp. 36-42
___ EX 6-3 pp. 63-65 ___ EX 6-4 pp. 65-68
- 10/04/10 ___ E pp. 189-209
___ EX 7-1 pp. 69-70 ___ EX 7-4 pp. 76-79
Videotape review due
- 10/11/10 ___ E pp. 94-126
___ EX 3-4 pp. 18-19 ___ EX 3-5 pp. 19-21
- 10/18/10 ___ E pp. 210-232, 251-274
___ EX 4-1 pp. 23-27 ___ EX 4-6 pp. 32-33
Response Transcript #1 Due
- 10/25/10 ___ E pp. 244-251
___ EX 9-3 pp. 111-113 ___ EX 8-7 pp. 98-104
- 11/01/10 ___ E pp. 233-242
___ EX 8-8 pp. 104-107 ___ EX 8-9 pp. 107-108
- 11/08/10 ___ E pp. 278-353
___ EX 11-7 pp. 142-146
- 11/15/10 ___ E pp. 355-396; EX 156-166
Response Transcript #2 Due
- 11/22/10 ___ E pp. 398-421
___ EX 13-1 pp. 173-175 ___ EX 13-3 pp. 176-178
Workbooks due
Reading and Exercise Report due
- 11/29/10 Final Exam
- 12/06/10 **Role-play Session Log and Attendance Report due**

Total Points: _____ Reading _____ Workbook

With my signature, I am affirming that I have earned the points indicated above.

I have deducted one-half point for each reading or exercise assignment not completed by the date due.

Signed: _____ **Dated:** _____

Printed Name: _____

Role-play Session Log and Attendance Report Due 12/6/2010

As a prerequisite for internship, students must complete all required role-play session hours and demonstrate competency in the clinical skills of empathy and respect. This is evaluated by the student's assigned clinical supervisor as a part of the practicum evaluation process.

No.	Date of Session	In Class	Outside	Client First Name or Alias
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Total Attendance Points: ____ (.5 point per hour 7 possible) Lecture

____ (.5 point per hour 14 possible) In class role-plays

Printed Name

Signature