

# WESTERN SEMINARY - SACRAMENTO

**Clinical Foundations**  
CNS 501M : 2 credit hours

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**Syllabus – Fall 2006**

## **COURSE SCHEDULE**

Sept. 8 & 9; Sept. 22 & 23; Oct. 13 (Friday, 6 – 9:55 p.m. & Saturday, 8:30 a.m. – 5 p.m.)  
Room 602

## **COURSE DESCRIPTION**

### **CNS 501 – Clinical Foundations: Basic Counseling Skills and Interventions.**

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.

## **COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES**

The objectives of this course are tied directly to the desired outcomes constructed specifically for the four seminary degrees for which this course is a requirement. Below is an excerpt of the degree outcomes to which this course relates:

KNOW significant themes and developments within biblical history to understand the “bigger picture” of God’s redemptive program. (BLS 501, BLS 502, BLS 503, CNS 501, CNS 508, CNS 509, DBS 506, MFM 500, THS 510, THS 502, THS 503)

- how each can be meaningfully communicated in contemporary society; (CNS 501)

KNOW his/her personal strengths, weaknesses, and other elements of individuality that can help or hinder ministry effectiveness. (CNS 501, CNS 506, CNS 512, CNS 525, MFM 500, Practicum, PRA 530)

- strengths and liabilities of temperament, and an ability to talk about them in an open and non-defended manner; (CNS 512, Practicum)
- gives and receives peer and professional feedback regarding personal and professional issues. (CNS 501, CNS 506, CNS 512)

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence. (CNS 501, CNS 502, CNS 514, Practicum, overarching)

- awareness of the characteristics and practices of an effective counselor; (CNS 501, CNS 502, Practicum)

KNOW HOW to build an effective therapeutic relationship. (CNS 501, CNS 502, Practicum)

- mastery of the basic helping skills; (CNS 501, CNS 502)
- mastery of empathy development; (CNS 501, Practicum)
- provide an elementary assessment of therapist listening skills. (CNS 501)

KNOW HOW to build upon his/her seminary training to be a true life-long learner. (Practicum, overarching)

## **COURSE GOALS/OBJECTIVES**

### **Goals**

1. To understand communication theory and be able to identify communication styles.
2. To practice communication skills with others inside and outside class and demonstrate mastery of communication techniques.
3. To be able to explain and define the necessary elements of interpersonal communication.
4. To explain what communication characteristics and skills make a counselor effective.

### **Objectives**

#### **Cognitive**

- The student will develop knowledge of basic communication skills.
- The student will develop knowledge of the counseling “process” and how to apply specific counseling skills at various stages of that process.

#### **Affective**

- The student will learn to experience and identify their own emotional reactions to clients.
- The students will appreciate how their own reactions can help or hinder the counseling process.

#### **Conative**

- The student will be able to attend, listen, reflect and paraphrase what their clients discuss.
- The student will be able to help clients develop new perspectives on their problems and plan a course of action.
- The students will formulate their own model for integrating their faith into their practice of communication.

## **TEXTBOOKS**

All course textbooks are available on [Amazon.com](https://www.amazon.com). You might also want to check out [addall.com](https://www.addall.com) to compare prices on new and used books from major online bookstores.



## Required

- Egan, Gerard (2001). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*, 7<sup>th</sup> ed. Brooks/Cole Publishing Company. ISBN: 0534367313
- Lundberg, Gary B., Lundberg, Joy Saunders, (2000). *I Don't Have To Make Everything All Better*, Penguin Books. ISBN: 0-14-028643-8
- Miller, Sherod & Miller, Phyllis A. (1997). *Core Communication*, Interpersonal Communication Programs, Inc. ISBN: 0-917340-22-1  
(Note – This workbook is only available to order by phone at 1-800-328-5099)

## COURSE REQUIREMENTS

### Reading

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned.

Students will submit a reading log on a form provided in the first class.

Timely completion of all reading assignments is required. The reading must be completed by class time on the day for which it is assigned; grades will be assigned based on the percentage of reading that is completed at the start of each class. "Late" reading completion will only be accepted at the discretion of the instructor when arrangements have been made with the instructor prior to the due date.

### Assignments

**Communication Skills Practice Session and Evaluation:** Students will meet in teams of three to record and view one video tape of themselves as a counselor, demonstrating various communication skills. (Students may request permission to use an audio tape for this assignment, but additional work will then be assigned to the student in order to provide an equivalent learning experience.) From the tape they will pick a 8 - 10 minute segment to evaluate. Students will submit a typed manuscript of that section along with extensive commentary. Students will also submit a written evaluation of the communication skills and their reaction processing based on the entire taped "session". The grade will be based on the quality of the student's analysis of the manuscript and their analysis of the communication skills they display in the tape. The assignment will focus on basic communication skills. Due by 11/20/06.

**Communication Journal:** The students will keep a Communication Journal in which they will process conversations daily for five weeks. (Specific requirements will be explained for each week). Each week the students will be given a specific aspect of communication to pay special attention to or a specific skill to practice. The journals will also be used as an opportunity to explore integration issues. Additional specific instructions may be given privately to individual

students based on the instructor's observation of that student's communication style. The journals will be submitted on 9/22/06 and 10/13/06.

## STANDARDS FOR WRITTEN WORK (APA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 5<sup>th</sup> edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- [Using American Psychological Association \(APA\) Format](#)
- [American Psychological Association \(APA\) Style Workshop](#)

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

## GRADING

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

Activity	Percent of Final Grade	Estimated Time to Complete
Reading	20%	17 hrs.
Communications Journal	40%	25 hrs.
Communication Skills Practice Session and Evaluation	30%	18 hrs.
Class Participation	10%	Class time
<b>Total</b>	<b>100%</b>	<b>60 hrs.</b>

## CLASS POLICIES

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the

instructor. Students who miss two or more classes will not pass the course. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The instructor's expectations will be stated in the course syllabus. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar (p.16). In the case of serious illness, family emergency, or other extenuating circumstances, the instructor may grant an extension. A temporary notation of "T" (incomplete) is assigned until a final grade can be determined. The maximum extension permissible is six weeks. All course assignments not completed by the extended deadline will be given a failing grade. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee.

[www.westernseminary.edu/Downloads/Western/0405Catalog/WS\\_Catalog\\_2004\\_admiss.pdf](http://www.westernseminary.edu/Downloads/Western/0405Catalog/WS_Catalog_2004_admiss.pdf)

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

## LIBRARY AND INTERNET RESEARCH

All class assignments with a research element require library research annotated as such in the bibliography.

For complete library information including: current schedules, course resource pages, interlibrary loan, research databases, etc. Please:

- visit [www.westernseminary.edu](http://www.westernseminary.edu)
- click on Sacramento Campus in the left navigation
- click on Library Resources in the left navigation

## COURSE OUTLINE AND SCHEDULE

Date	Topic	Assignments
9/8/06	<ul style="list-style-type: none"> <li>• Empathy and Self Awareness</li> </ul>	Complete reading Lundberg by 9/8/06 Complete reviewing Miller by 9/8/06
9/9/06	<ul style="list-style-type: none"> <li>• Basic Communication Skills</li> </ul>	
9/22/06 & 9/23/06	<ul style="list-style-type: none"> <li>• Advanced Communication Skills</li> </ul>	Egan chapters 1-13 (by 9/22/06) Journals for the first two weeks due on 9/22/06
10/13/06	<ul style="list-style-type: none"> <li>• Integration issues</li> </ul>	Egan chapters 14-21 Journals for the last three weeks due on 10/13/06
11/20/06	No class	Final day to submit Communication Practice and Evaluation assignment