

# WESTERN SEMINARY - SACRAMENTO

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

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**Syllabus – Fall 2009**

## **COURSE SCHEDULE**

Sept. 25 & 26 and Oct. 23 & 24 (Friday, 6 – 9:55 p.m. & Saturday, 8:30 a.m. – 4:30 p.m.)

*An additional, required six hours group time will be scheduled later for group study projects.*

## **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

We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.

Click [here](#) to order texts and other products.

### Required

- Egan, Gerard (2001). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*, 8<sup>th</sup> ed. Brooks/Cole Publishing Company. ISBN: 0534367313. The 7<sup>th</sup> edition is also acceptable.
- 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.)

\*\* Materials fee: 5 cents per page will be charged to each student's account for packets copied by the office for the class.

Please order your texts as early as possible to avoid a delay in completing your reading assignments. **Two of the texts (and part of the third text) must be read completely before the first class session.** See the course outline for specific details.

## 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 and will receive only 50% credit.

## 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 an 8 - 10 minute segment to evaluate. Students will submit a typed manuscript of that 8 – 10 minute section which will include extensive commentary on the flow of the “session” and three alternative responses for each response they actually made. The report will also include extensive written evaluation of the communication skills displayed in the session (with special attention paid to the use of empathy). The third section will describe the student’s 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. More specific information about this assignment will be handed out at the first class session. Due by 11/12/09.

**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 10/23/09 and 11/12/09.

## 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 6<sup>th</sup> edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/owl/>
- <http://www.cws.illinois.edu/workshop/writers/citation/>

A good website with footnote/bibliography entries is:  
<http://writing.wisc.edu/Handbook/Documentation.html>

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 more than four hours of class will not pass the course **without arranging for additional work with the professor**. 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 final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the

longest possible extension for work being due to the prof; for this semester that date is **Saturday, 1/23/10**. (This allows a 6<sup>th</sup> week for the grading of work and a grade change request to be filed). A temporary notation of “I” (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period be extended except by petition and approval of the Administrative Committee in Portland.

**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.

**The Availability of Disability Services at Western Seminary:** 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.

## **LIBRARY AND INTERNET RESEARCH- SACRAMENTO**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu/sacramento](http://www.westernseminary.edu/sacramento)
- Click the link “Library Services” in the right navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

### **Periodical & Research Databases**

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the

Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

### Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

### Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholfield@westernseminary.edu](mailto:dholfield@westernseminary.edu)

## COURSE OUTLINE AND SCHEDULE

Date	Topic	Assignments
9/25/09	<ul style="list-style-type: none"><li>• Empathy and Self Awareness</li></ul>	Complete reading Lundberg by 9/25/09 Complete reading Miller by 9/25/09 workbook exercises are optional
9/26/09	<ul style="list-style-type: none"><li>• Basic Communication Skills</li></ul>	
10/23/09	<ul style="list-style-type: none"><li>• Advanced Communication Skills</li></ul>	Complete Egan 10/23/09 Journals for the first four weeks due on 10/23/09
10/24/09	<ul style="list-style-type: none"><li>• Integration issues</li></ul>	
11/12/09	<b>No class meeting</b>	Final day to submit Communication Practice and Evaluation assignment and journals for the 5 <sup>th</sup> week