CP6510 Counselling Skills Lab

3 credit hours. Prerequisites: CP5100 Counselling Theory and Techniques
and CP5111 Ethics and Legal Issues in Counselling

👤 On Campus 🅰 Live-Stream

April 18-22, 2022   Heather Tomes, M.Ed., R. Psych. (APE) #772
Module W5   htomes@horizon.edu
Monday-Friday, 9am-4pm

Please note: This module requires reading and assignment submissions before the module week.
The pre-course reading is imperative given that the focus during
the module will be on the experiential learning process.

Course Goals

Course Description

This course is designed to help the beginning counsellor understand both the therapeutic process
and the process of change. Special emphasis is given to building the therapeutic micro-skills
necessary to establish a therapeutic relationship as students advance from role-plays to simulated
counselling experiences. Students are supported as they move through initial contact to
termination in the therapeutic process while developing competencies in goal-setting and
intervention strategies during all phases of treatment. Students are required to engage in non-
graded individual therapy at their own expense with an approved clinician of their choice.

Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them with the
understanding and skills associated with the counselling process and the process of change
applied in the context of providing pastoral care and counsel to others.

Course Competencies and Learning Outcomes

To demonstrate competency in the knowledge of **counselling theory**, students will:
1. Identify and understand the appropriate use of empathy and counselling micro-skills in
   establishing a collaborative helping relationship with parishioners and clients.
   - *Assessment:* Reading Guide, Counselling Micro-Skills Identification Assignment

To demonstrate competency in the **application of counselling skills**, students will:

2. Utilize empathy and the micro-skills of counselling in roleplays and practice counselling experiences.
    *   *Assessment:* Peer Roleplay Sessions, Practice Counselling Sessions with a Volunteer

3. Participate in live/livestream peer and instructor supervision, receiving constructive feedback on counselling technique and skills with humility, trust, and openness.
    *   *Assessment:* Peer Roleplay Sessions, Practice Counselling Sessions with a Volunteer

4. Demonstrate understanding of basic case conceptualization and treatment planning necessary to progress to subsequent counselling practicums.
    *   *Assessment:* Case Conceptualization and Treatment Planning Assignment, Practice Counselling Sessions with a Volunteer

To demonstrate development in **spiritual formation**, students will:

5. Integrate the micro-skills of counselling into their approach to pastoral care and counselling and display understanding that counselling skills can be in service of, and dependent on, the work of the Holy Spirit.
    *   *Assessment:* Case Conceptualization and Treatment Planning Assignment, Practice Counselling Sessions with a Volunteer

6. Practice and display spiritual and psychological health including self-awareness, self-reflection guided by the Holy Spirit, work-life-ministry balance, healthy boundaries, and emotional stability.
    *   *Assessment:* Individual Therapy Sessions

Course Work

Required Readings

Ivey, Allen E., Mary Bradford Ivey, and Carlos P. Zalaquett. *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. 9th edition. Boston, MA: Cengage Learning Inc., 2017. ISBN: 9781305865785.

Sbanotto, Elisabeth A. Nesbit, Heather Davediuk Gingrich, and Fred C. Gingrich. *Skills for Effective Counseling: A Faith-Based Integration*. Downers Grove, IL: InterVarsity Press, 2016. ISBN: 9780830828609.

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Recommended Resources
The following is a partial list of recommended readings. Other books and articles may be recommended throughout the course.

Berman, Pearl S. *Case Conceptualization and Treatment Planning: Integrating Theory with Clinical Practice.* 4th edition. Los Angeles: Sage Publications, 2019. ISBN: 9781506331386.

Engel, George. L. "The Need for a New Medical Model: A Challenge for Bio-Medicine." *Science* 196.4286 (1977) 129–136.

Engel, George. L. "How Much Longer Must Medicine's Science be Bound by a Seventeenth Century World View?" *Psychotherapy and Psychosomatics* 57.1–2 (1992) 3–16.

King, Dana. E. *Faith, Spirituality and Medicine: Toward the Making of a Healing Practitioner.* Binghamton, NY: Haworth Pastoral Press, 2000. ISBN: 9780789011152.

Luepker, Ellen. *Record Keeping in Psychotherapy and Counseling: Protecting Confidentiality and the Professional Relationship*. 2nd edition. New York: Routledge, 2012. ISBN: 9780415892612.

McKee, Denise and John N. Chappel, "Spirituality and Medical Practice." *Journal of Family Practice* 35.201 (1992) 205–208.

Seligman, Linda and Lourie W. Reichenberg. *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills.* 4th edition. New York: Pearson, 2014. ISBN: 9780132851701.

Sulmasy, Daniel. "A Biopsychosocial-Spiritual Model for the Spiritual Care of Patients at the End of Life." *The Gerontologist* 42.3 (2002) 24-33.

Course Assignments and Activities

Pre-Module Assignments

1. *Reading Guide*
Read chapters 1-16 from *Skills for Effective Counseling* and chapters 1, 3, 4, 5, 6, 7, 8, 11 and 14 (pages 348-362) from *Intentional Interviewing and Counseling*. Come to class prepared to engage in discussion and roleplays based on content from these chapters.
- **Related Learning Outcomes:** #1
- **Due Date:** Friday, April 15, 2022.

2. *Counselling Micro-Skills Identification Assignment (10%)*
Watch the video clip provided by the course instructor (listed on Populi related to this assignment). Identify 15 micro-skills used by the counsellor, list the time in the video clip when the micro-skill is used, and name the specific micro-skill being used. Identify three micro-skills you would use if working with this client and provide a brief rationale for each.

- Related Learning Outcomes: #1
- **Assignment Length:** Maximum 3 pages.
- **Due date:** Friday, April 15, 2022.

3. *Case Conceptualization and Treatment Planning Assignment (10%)*
Either watch the video clip provided by the course instructor (listed on Populi related to this assignment) or use the case illustration from *Skills for Effective Counseling* (Sbanotto, 146-147). Write an outline for six pastoral care and counselling sessions based on one of these scenarios. The outline should include the following:

  a) What is your hypothesis about the primary issue(s) to be addressed in these six sessions?
  b) How would you assess the primary issue(s) to be addressed?
  c) What is your approach to conceptualizing this case (what theoretical framework would you use)?
  d) Detail your approach to intervention in this case – specify the main tools, techniques, strategies, and spiritual interventions you would utilize in each of the six sessions.
  e) Summarize how you would conclude this work in the sixth session, and/or any next steps to be considered.

- Related Learning Outcomes: #4 and 5.
- **Assignment Length:** Maximum 6 pages.
- **Due date:** Friday April 15, 2022.

Post-Module Assignments

4. *Peer Roleplay Sessions (20%)*
Complete and videorecord two 30-minute roleplay counselling sessions with two different classmates. The first videorecording should demonstrate your work in the role of counsellor using basic micro-skills such as attending, empathy, observation, questions, encouraging, paraphrasing, and summarizing. The second videorecording should demonstrate your work in the role of counsellor using the more advanced micro-skills of reflecting content, feelings, meaning, and reframing. For each videorecording, identify the 15-minute timeframe that you want the course instructor to review and include a transcript of this section (see the sample transcript listed in Populi). Follow the instructions in Populi for password-protecting your videos and uploading them for the course instructor.

- Related Learning Outcomes: #2 and 3.
- **Assignment Length:** Two 30-minute roleplay sessions with a 15-minute timeframe identified for each. The length of transcripts for each 15-minute timeframe will vary.
- **Due date:** Monday, May 9, 2022.

5. *Individual Therapy Sessions and Self-Reflection (20%)*
Participate in individual therapy with an approved counsellor for six sessions. Write a five-page report reflecting on your experience as a counselee. Describe how this experience will assist you in your future pastoral care and counselling ministry to others. Include a signed letter from the counsellor confirming the six sessions of counselling have been completed.
- Related Learning Outcomes: #6.
- **Assignment Length:** 5 pages.
- **Due date:** Monday, June 6, 2022.

6. *Practice Counselling Sessions with a Volunteer (40%)*
Find a volunteer (21 years or older) who is willing to serve as a mock client for six practice counselling sessions with you. Send them the Informed Consent Form (located on Populi) prior to the practice counselling sessions and have them sign it and return it to you. Submit the signed Informed Consent Form to the course instructor for review and approval **<u>before</u>** proceeding with the sessions. Videorecord all six sessions.

Following Session 2, submit:
  a) A videorecording which includes your review of the Informed Consent Form with them in Session 1.
  b) A 30-minute segment from Session 1 or 2 demonstrating your work utilizing the basic micro-skills of counselling (attending, empathy, observation, questions, encouraging, paraphrasing, and summarizing).
  c) A written transcript of the 30-minute segment.
  d) SOAP notes from the first two sessions.
Follow the instructions in Populi for password-protecting your video and uploading it to the course instructor. Allow one week for feedback from the course instructor before proceeding with Sessions 3-6.

Following Session 6, submit:
  a) A 30-minute videorecording from Sessions 3-6 demonstrating your work utilizing the advanced micro-skills of counselling (reflecting content, feelings, meaning, and reframing).
  b) A 15-minute videorecording showing the way you concluded your work with the volunteer.
  c) A written transcript of the 15-minute videorecording.
  d) SOAP notes from Sessions 3-6.
Also include a written document detailing your hypothetical plans for working with this mock client in the future. The summary should include:
  a) Your basic approach to assessment, case conceptualization, treatment planning including the use of spiritual interventions, and ending the work.
  b) A description of how your developing theory of counselling would inform your hypothetical work with this mock client in the future.

- Related Learning Outcomes: #2, 3, 4, and 5.
- **Assignment Length:** 7 pages maximum for the hypothetical plans document.
- **Due date:** Monday, June 13, 2022.

Course Outline / Class Schedule
*Notes:
- The outline below is a general guide – changes may be made as necessary throughout the week.
- There will be small group work and roleplays throughout the week based on lectures and case studies given by the course instructor.
- **Assignments will not be accepted after Monday, June 13, 2022**.

Monday, April 18, 2022
1. Introductions and Review of Syllabus
2. The Micro Skills Approach (Sbanotto Chapter 1; Ivey Chapter 1)
3. Attending and Empathy Skills (Sbanotto Chapter 4; Ivey Chapter 3)
4. Observation and Perceiving Skills (Sbanotto Chapter 3; Ivey Chapter 4)
5. Counselling Skills Lab
6. Reflection and Processing

Tuesday, April 19, 2022
7. Encouraging, Paraphrasing, and Summarizing (Ivey Chapter 6)
8. Reflecting Content and Feeling (Sbanotto Chapters 5, 6, 7; Ivey Chapter 7)
9. Clarifying, Connecting, and Expanding (Sbanotto Chapters 8, 10)
10. Counselling Skills Lab
11. Reflection and Processing

Wednesday, April 20, 2022
12. Reflecting Meaning and Reframing (Sbanotto Chapter 9; Ivey Chapter 11)
13. Empathic Confrontation and Intuitive Empathy (Sbanotto Chapter 11)
14. Counselling Skills Lab
15. Reflection and Processing

Thursday, April 21, 2022
16. The Basic Listening Sequence and Approaches to Assessment (Ivey Chapter 8)
17. The Five-Stage Counselling Session (Ivey Chapter 8)
18. Implementing Change and Strategies for Growth (Sbanotto Chapter 13)
19. Appreciating the Sacred (Sbanotto Chapter 15)
20. Consolidating and Ending (Sbanotto Chapter 16)
21. Counselling Skills Lab
22. Reflection and Processing

Friday, April 22, 2022
23. Case Conceptualization and Treatment Planning (Ivey Chapter 14)
24. Documentation, Note-Taking, and SOAP Notes (Ivey Chapter 8)
25. Counselling Skills Lab
26. Syllabus Review and Video Recording Guidelines
27. Closing Comments

Estimate of Time Investment (individual time investments may vary)

			Assignment
Readings	30 hrs	April 15	
Classroom time	30 hrs	N/A	Weighting
1. Counselling Micro-Skills Assignment	5 hrs	April 15	10%
2. Case Conceptualization Assignment	5 hrs	April 15	10%
3. Peer Roleplay Sessions	10 hrs	May 9	20%
4. Individual Therapy Sessions	15 hrs	June 6	20%
5. Practice Counselling Sessions with a Volunteer	25 hrs	June 13	40%
Total =	120 hrs		

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers
- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the Horizon Format Guide consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments
Assignments should be submitted via Populi. The resource at this link https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions
All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory

C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty
Horizon uses the University of Saskatchewan definition of plagiarism described as "the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for examples of plagiarism and further guidelines in the College Student Handbook.

Disability Services Information
If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance
Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy
Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation

and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

Berman, Pearl S. *Case Conceptualization and Treatment Planning: Integrating Theory with Clinical Practice.* 4th edition. Los Angeles: Sage Publications, 2019. ISBN: 9781506331386.

Engel, George. L. "The Need for a New Medical Model: A Challenge for Bio-Medicine." *Science* 196.4286 (1977) 129–136.

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Ivey, Allen E., Mary Bradford Ivey, and Carlos P. Zalaquett. *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. 9th edition. Boston, MA: Cengage Learning Inc., 2017. ISBN: 9781305865785.

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