CP6510 Counselling Skills Lab

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

👤 On Campus, Saskatoon 🗼 Livestream

April 6-10, 2026	Heather Tomes, M.Ed., R. Psych. (APE) #772
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Monday-Friday, 9am-4pm	Office hours: Tuesday – Thursday

Please note: This course includes substantial reading and preparation work before the module. And, to fulfill a student's program requirements at Horizon Seminary, a student must finish the assignment "Practice Counselling Sessions and Treatment Plan" with a grade of B- or higher.

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 microskills necessary to establish a therapeutic relationship as students advance from roleplays 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 clinical pastoral counselling 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 microskills in establishing a collaborative helping relationship with clients.
    - *Assessment:* Reading Guide; Counselling Microskills Identification Assignment

To demonstrate competency in the **application of counselling skills**, students will:
2. Utilize empathy and the microskills of counselling in roleplays and practice counselling experiences.
    - *Assessment:* Peer Roleplay Sessions; Practice Counselling Sessions and Treatment Plan

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 and Treatment Plan.
4. Evidence understanding of the basic case conceptualization and treatment planning skills necessary to progress to subsequent counselling practicums.
   - *Assessment:* Case Conceptualization and Treatment Planning Assignment; Practice Counselling Sessions and Treatment Plan.

To demonstrate development in **spiritual formation**, students will:
5. Display understanding of the Holy Spirit's work in guiding the wise and timely application of various clinical pastoral counselling skills to facilitate health and wholeness in the lives of others.
   - *Assessment:* Case Conceptualization and Treatment Planning Assignment; Practice Counselling Sessions and Treatment Plan
6. Practice holistic 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*. 10th edition. Boston, MA: Cengage Learning Inc., 2022. ISBN: 9780357622797. https://thedtl.on.worldcat.org/oclc/1301902230

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. https://thedtl.on.worldcat.org/oclc/948669414

**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.

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

Kress, Victoria, Linda Seligman, and Lourie W. Reichenberg. *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills.* 5th edition. New York: Pearson, 2020. ASN: B085ZZVQG2.

Sperry, Len, and Jonathan J. Sperry. *Case Conceptualization: Mastering This Competency with Ease and Confidence*. 2nd edition. New York, NY: Routledge, 2020. ISBN: 9780367256654.

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 from *Intentional Interviewing and Counseling*. Post a note in Populi to confirm you have completed the pre-module reading. This assignment will be marked as pass or fail, and is required for the completion of the course. Come to class prepared to engage in discussion and roleplays based on content from these chapters.
- Related learning outcomes: #1
- **Due date:** Monday, April 6, 2025 at 9am.

2. *Counselling Microskills Identification Assignment (10%).*

Watch the videoclip provided by the professor (listed in Populi related to this assignment). Identify 15 microskills used by the counsellor, list the time in the videoclip when the microskill is used, and name the specific microskill being used. Identify three microskills 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:** Monday, April 6, 2025 at 9am.

3. *Case Conceptualization and Treatment Planning Assignment (10%).*

Either watch the video clip provided by the professor (listed in Populi related to this assignment) or use the case illustration from *Skills for Effective Counseling* (Sbanotto, 146 -147). Write an outline for six clinical pastoral 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? (list evidence-based assessment tools and techniques)
   c) What is your approach to conceptualizing this case (which 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. (Note: the tools, techniques, and strategies should align with your overall theoretical framework for this case).
   e) Summarize how you would conclude this work in the sixth session, and next steps to be considered, including recommendations to the client and possible referrals.
- Related learning outcomes: #4 and 5.
- **Assignment length:** Maximum 6 pages.
- **Due date:** Monday, April 6, 2026 at 9am.

Post-Module Assignments

4. *Peer Roleplay Sessions (20%).*
Complete and videorecord two 30-minute roleplay counselling sessions with two different classmates. The focus of the first videorecording is to demonstrate your work in the role of counsellor using *basic* microskills such as attending, empathy, observation, questions, encouraging, paraphrasing, and summarizing. The focus of the second videorecording is to demonstrate your work in the role of counsellor using the more *advanced* microskills of reflecting content, feelings, meaning, and reframing. For each videorecording, clearly identify the 15-minute timeframe that you want the professor to review and include a transcript of this section (see the sample transcript listed in Populi). Follow the instructions given in class for uploading your transcripts and videos.
- Related learning outcomes: #2 and 3.
- **Assignment length:** Two 30-minute videorecordings with a 15-minute timeframe identified for each. Two written transcripts (one for each 15-minute timeframe) - length will vary.
- **Due date:** Monday, April 27, 2026.

5. *Individual Therapy Sessions and Self-Reflection (20%).*
Participate in individual therapy with an approved counsellor for six sessions. Post a note in Populi submitting the name and credentials of your counsellor for approval **before** starting with the counselling sessions. The sessions should focus on your family of origin and its impact upon you. With your counsellor, complete a genogram listing three generations of your family. Write a five-page report reflecting on your experience as a counsellee. Describe how this experience will assist you in your future clinical pastoral counselling ministry to others. Submit a copy of the genogram with your report. Include a signed letter from the counsellor confirming the six sessions of counselling have been completed.
- Related learning outcomes: #6.
- **Assignment length:** Maximum 5 pages.
- **Due date:**
    o Wednesday, April 8, 2026 (post a note in Populi with the name and credentials of the counsellor for approval by the professor).
    o Monday, May 25, 2026 (self-reflection report, genogram, and letter from counsellor).

6. *Practice Counselling Sessions and Treatment Plan (40%).*
This assignment is intended to be a summative assessment of your learning in the MACPC program to date. It is designed to draw on your learning of counselling assessment, intervention, ethical and legal issues, microskills, case conceptualization, and treatment planning. ***To advance to CP7501 Counselling Practicum I, you must finish this assignment with a grade of B- or higher.***

Part 1 - Find a volunteer (21 years or older) who is willing to serve as a volunteer for 4 in-person practice counselling sessions with you. Videorecord all four sessions.

Send the volunteer the HCS Informed Consent Form (located in Populi) prior to the practice counselling sessions and have them sign it and return it to you. Submit the signed HCS Informed Consent Form to the professor for review and approval **before** proceeding with any sessions.

- **Due date:** Monday, April 20, 2026.

Part 2 - Following Session 2, submit:
a) A 15-minute videorecording which includes your review of the HCS Informed Consent Form with the volunteer in Session 1.
b) A 15-minute segment from Session 1 or 2 demonstrating your work utilizing the *basic* microskills of counselling (attending, empathy, observation, questions, encouraging, paraphrasing, and summarizing).
c) A written transcript of the 15-minute segment from part b.
d) SOAP notes from the first two sessions.

Follow the instructions given in class for uploading your transcripts and videos. Allow one week for feedback from the professor **before** proceeding with Sessions 3-4.

- **Due date:** Monday, May 4, 2026.

Part 3 - Following Session 4, submit:
a) A 15-minute videorecording from Sessions 3-4 demonstrating your work utilizing the *advanced* microskills of counselling (reflecting content, feelings, meaning, and reframing).
b) A 15-minute videorecording showing the way you concluded your work with the volunteer.
c) Written transcripts of the two 15-minute videorecordings.
d) SOAP notes from Sessions 3-4.

Follow the instructions given in class for uploading your transcripts and videos.

Create a written treatment plan detailing your hypothetical plans for completing an additional four sessions with this volunteer. The treatment plan should draw on course lectures and learning activities, and include:
a) A summary of your approach to case conceptualization and your rationale for choosing this theoretical approach.
b) An outline listing main strategies for each session and the specific evidence-based techniques or tools you would use for:
  - assessment,
  - intervention (including the use of spiritual interventions, if appropriate),
  - post-assessment measures (to ensure progress has been made), and
  - concluding the work.

- Related learning outcomes: #2, 3, 4, and 5.
- **Assignment length:** Maximum 4 pages; minimum of 3 references in the treatment plan.
- **Due date:** Monday, May 25, 2026.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment Weighting
1. Reading Guide	30 hrs	April 6	
2. Counselling Microskills Assignment	5 hrs	April 6	10%
3. Case Conceptualization Assignment	5 hrs	April 6	10%
4. Peer Roleplay Sessions	10 hrs	April 27	20%
5. Individual Therapy Sessions	15 hrs	May 25	20%
6. Practice Counselling Sessions and Treatment Plan	25 hrs	April 20; May 4, 25	40%
Total =	120 hrs		

All assignments are due at 11:59pm *SK time* unless otherwise indicated.

Course Outline

*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 1, 2026.**

Monday, April 6, 2026
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 7, 2026
1. Encouraging, Paraphrasing, and Summarizing (Ivey Chapter 6)
2. Reflecting Content and Feeling (Sbanotto Chapters 5, 6, 7; Ivey Chapter 7)
3. Clarifying, Connecting, and Expanding (Sbanotto Chapters 8, 10)
4. Counselling Skills Lab
5. Reflection and Processing

Wednesday, April 8, 2026
1. Reflecting Meaning and Reframing (Sbanotto Chapter 9; Ivey Chapter 11)
2. Empathic Confrontation and Intuitive Empathy (Sbanotto Chapter 11)
3. Counselling Skills Lab
4. Reflection and Processing

Thursday, April 9, 2026
1. The Basic Listening Sequence and Approaches to Assessment (Ivey Chapter 8)
2. The Five-Stage Counselling Session (Ivey Chapter 8)
3. Implementing Change and Strategies for Growth (Sbanotto Chapter 13)

4. Appreciating the Sacred (Sbanotto Chapter 15)
5. Consolidating and Ending (Sbanotto Chapter 16)
6. Counselling Skills Lab
7. Reflection and Processing

Friday, April 10, 2026
1. Case Conceptualization and Treatment Planning (Ivey Chapter 14)
2. Documentation, Note-Taking, and SOAP Notes (Ivey Chapter 8)
3. Counselling Skills Lab
4. Syllabus Review and Video Recording Guidelines
5. Closing Comments

Academic Policies

General Assignment Guidelines
Please see the Horizon & MCS Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this link explains how to submit assignments on Populi.

Late Assignments and Extensions
Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

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+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 Student Handbook.

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the Student Handbook.

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbook.

Class Attendance (On Campus or Livestreaming)

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 livestreaming with their camera on. 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must 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.

Ivey, Allen E., Mary Bradford Ivey, and Carlos P. Zalaquett. *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. 10th edition. Boston, MA: Cengage Learning Inc., 2022. ISBN: 9780357622797.

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Sperry, Len, and Jonathan J. Sperry. *Case Conceptualization: Mastering This Competency with Ease and Confidence*. 2nd edition. New York, NY: Routledge, 2020. ISBN: 9780367256654.